

Prior Learning

Heard and responded to music. Carried out simple movements such as walking, running and jumping. Follow and repeat basic instructions.

Unit Focus

Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.

We are learning...

1. to use colours and feelings in dance.
2. to perform as animals using different levels and directions.
3. to work with a partner.
4. to show expression in our sequence.
5. to perform transport movements in our dance.
6. to use leading and following movements.

Key Questions

1. What is your favourite way to travel?
2. What does unison mean?
3. How can we perform animal actions at different levels? E.g. snake low, bird high

Equipment

Music player, music, cones, hoops, throw down spots coloured material.

Vocabulary

Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.

Concepts

- Introduce the idea of stimulus such as picture, book or object to direct activity.
- Performing actions with others can happen at the same time (unison) or at different times.

Activity Example

Divide the class into the four areas of the classroom. Children are to have some individual reflection time to think about the season they are in and begin to develop 3 movements they think portray the season.

Spring Summer Autumn Winter