

5-14 Expressive Arts

PHYSICAL EDUCATION



Dance

Theme Ideas



Activity **Dance**

Introductory Ideas

Warm-up

1. Walking in and out of a space. Head up. Walk in time to the music. Travel.
2. Copy Cat. Copy moves of teacher (balance, roll, bounce, stretch, etc.)
3. Show a shape/balance, discuss types of shape/balance – wide, round, spiky, letters, upside down. Encourage different levels – low, medium, high. Children create own shape/balance, hold for three counts.
4. Repeat copy cat and call name of child, class copy that shape or balance.

Focus

5. **Marching Dance**

8 marching steps on spot	8 marching steps to new place
8 claps on spot	8 marching steps to new place
8 jumps on spot	8 marching steps to new place

Use any combination of exercises and repeat - use persuasion or music.
Change to skipping, walking backwards, jogging etc.
6. **Ski Exercise.**

2 circles right arm	2 circles left arm
2 circles both arms together	Relax arms down and up

Bend both legs and swing arms down to floor (Ski)
Bend both legs and swing arms up to ceiling.
7. **Shake.**

8 right hand	8 left hand	8 right leg	8 left leg
4 RH	4 LH	4 RL	4 LL
2 RH	4 LH	2 RL	2 LL
1 RH	1 LH	1 RL	1 LL
8. **Name Game.**

Clap Floor	Clap Hands	Snap fingers Rt	Snap fingers Lt
Count 1	2	3	4
Say name on 2 snaps.		Jo	Anne

Conclusion

- Cool down.**
9. **Colour Game.**
Children look at colours they are wearing. Lie on the floor and breathe deeply. Teacher calls out a colour, if children are wearing that colour they slowly stand and line up.
 10. **Touch Game.**
Lie on back on floor, breathe deeply, eyes closed – when hand is touched stand up and touch another child’s hand before lining up.

Activity **Dance**

Theme Ideas **Ancient Olympics**

Week One Discuss topic – aspects of original Olympic Games.
As a class experiment with variety of events – long jump, boxing, javelin throwing, chariot events etc. Discuss Pentathlon.

Week Two Divide class into small groups and let them choose an event.
Each group choreographs a movement sequence. Remind boxers – no physical contact – question and answer blows – action and reaction, effort actions.

Week Three Revise previous lesson and let each group work in turn.
1) Javelin; 2) Long Jump; 3) Boxing; 4) Pentathlon; 5) Chariot racing.
Encourage good effort actions.

Week Four Discuss the venue – where was the original Olympiad held?
Opening ceremony and grand parade – who led the parade?
Who officially started the Games? and how?
Organise each group for the grand parade. Move into set places for the opening ceremony. Work in turn.

Week Five Revision of previous lesson – finish with grand exit, all athletes marching out of arena.
Compare with modern day Olympics – are any events similar?
Stage a modern version using the same format.

Week Six 1. Continue idea of modern Olympics.
2. Performance/sharing of Ancient Olympics.

Music Film Themes, e.g. *Chariots of Fire*, *Ben Hur*, etc.
Creative Dance Tape Volume 3.
Percussion.

Notes

Activity **Dance**

Theme Ideas **Aztecs**

Week One	<p>Discuss topic – Aztecs – who were they? where did they live? were they a peaceful race?</p> <p>Ruthless warriors – boys were trained to fight.</p> <p>Build up a vocabulary of effort actions – fight sequence – question and answer.</p> <p>Work with partner and choreograph short fight sequence.</p>
Week Two	<p>Divide class into groups – work on short sequences involving every day life for an Aztec, e.g. hunting, fighting, sacrificing, etc.</p>
Week Three	<p>Discuss Hernan Cortez – Spanish soldier and explorer – 1519 – landed at Veracruz. What kind of boat? Divide class into groups of Spaniards – work on short sequences involving preparation for journey, e.g. felling trees, making boat, preparing armour, food, etc.</p> <p>Divide class into two groups, Aztecs and Spaniards.</p>
Week Four	<p>Aztec groups work through short everyday sequences and freeze.</p> <p>Spanish groups work through their preparation sequences and freeze.</p> <p>Finish with Spaniards arriving on boat – meeting the Aztecs and Cortez being presented to Montezuma.</p>
Week Five	<p>Spaniards return to boat with their gifts and prepare for battle. One by one they disembark and chase an Aztec into a space and freeze.</p> <p>Aztec Warriors – padded armour – shields – fought with spears, javelins, wooden sticks.</p> <p>Choreograph a battle sequence using effort actions – throwing spears, javelins, etc.</p> <p>Hand to hand combat – Spaniards win – take every one prisoner.</p>
Week Six	<p>Revise fight sequence and choreograph final scene with Montezuma and Cortez fighting to the death.</p>
Music	<p>Creative Dance Tape Volumes 2 &3.</p>
Notes	

Activity **Dance**

Theme Ideas **Balloon for Grandad**

- Week One** Discuss colour, size, shape, etc.
Grow into shape of balloon for 8 and travel for 8 – burst!
Make one large group shape balloon.
- Week Two** Wind catches balloon – follow the journey.
Over water – word bank. Islands – sea birds, boats, fishermen, etc.
- Week Three** Continue to follow the balloon’s journey.
Over a cold country – snow – word bank – actions.
Jack Frost/Snowman Dance.
- Week Four** Revise previous ideas and continue to follow balloon’s journey.
Over a hot country – sun – word bank – desert– creatures, etc.
- Week Five** Revise hot country – Egypt – shapes and buildings – see dance ideas on Egyptians.
- Week Six** Continue to follow balloon’s journey – final destination.
A tropical island – plants, birds, boats, people.
- Music** Creative Dance Tape Volume 3.
Time to Dance Tape: Moriel Gidney (Belair Publications).
- Notes**

Activity **Dance**

Theme Ideas **Birds**

Week One Feather each – discuss type, colour, shape, etc.
Follow the feather – blow – sequence of movements – light as a feather.
Use poetry and percussion.

Week Two Pictures/photographs of birds – move as a large bird – small bird.
Choose a particular bird and make up a sequence of movements.

Week Three Discuss bird habitats – garden, farmyard, seashore, etc.
Divide class into groups – choose bird per group and work out sequence.

Week Four

1. Birds of Prey.
2. Tropical Birds.
3. Sea Birds.
4. Garden Birds.
5. Farmyard.

Individual sequences.
Experiment with group shapes.

Week Five Choose a variety of poems about birds – stimulate movement sequences.
Divide class into groups – each group chooses a poem and works in turn.

Week Six Revision of favourite sections.
Sharing day.

Music Primary Dance Tape.
Creative Dance Tape Volume 3.

Notes

Activity Dance

Theme Ideas Charlotte's Web

Week One Copy Cat, Ski, Balance, Name Game – see Introductory Dance Ideas.

Week Two Revise Copy Cat with balance – use hands or feet to connect.
Walks with balance – hold shape in balance.
Square jumps – four jumps – make up pattern of jumping answers, e.g. 4 jumps to right, 4 to left, 4 to back, 4 to front.
Develop using step patterns.

Week Three Discuss Farming Activities – milking cows, collecting eggs, stacking hay, picking apples.
Enter Wilbur – plodding, rolling, stretching – encourage children to make up Wilbur sequence – can also revise jump sequence from previous lesson – rolling sequence – finish in barn – sleeping.

Week Four Revise farm activities and Wilbur's sequence – finish in barn – sleeping.
Weave Web – divide class into small groups – number each child.
Spider movement – rolling, spinning, crawling, sliding.
Number 1 – moves to position and shows letter balance.
Number 2 – connects to 1 – hand to hand/foot to foot/hand to foot, etc.
Number 3 – connects to 2 – as above.
Balances shown connect to build a spider's web

Week Five Revise spider's web. Spell words using letter balances *Some Pig*, *Spider's Web*, etc. Revise farming activities.

Week Six Will he go, will he stay?
Will we save the pig? YES!
Repeat farm activities – life returns to normal.

Music Basil The Great Mouse Detective: Walt Disney.
Primary Dance Tape.

Notes Based on Charlotte's Web Topic

Activity Dance

Theme Ideas Chinese New Year

Week One Discuss Chinese Festivals – Chinese Dragon – magical powers – discuss shape and size.
Divide class into groups of 6/10 – make a group shape of dragon – grow from low level.
Take 8 counts to make the shape – use percussion.

Week Two Revise group shapes – dragon now moves as one unit – let class decide movement pattern, e.g. move forward for 8, to the side for 8, backwards for 8, etc.
Develop into a crossing pattern of dragons changing places or dancing together.
Use Chinese music or percussion.

Week Three Revise dance pattern – encourage good starting position – beginning, middle and end.
Eventually all dragons join up and make shape of one large dragon.

Week Four Discuss Chinese Festivals – Flower Dance – children can make paper flowers. Dancers hold small bunches of flowers in each hand and use small walking steps. Inside arm held in front of body, outside arm held in gentle curve to the side of body.
Phrase 1: Stand with partner forming two lines – sets of 8/10 – walk forward in 2s in sequence. First couple walk forward for 10 counts then kneel, change arms to opposite side – 11/12. Second couple follow two counts later – continue until all couples are kneeling.
Phrase 2: First couple rise and cast off and walk down line of dance to form a circle. Each couple rise in turn and cast off until circle is complete. Try with music.

Week Five Revise phrases 1 and 2. Encourage gentle use of arms and flowers.
Phrase 3: Number children 1 and 2 alternately in circle – change to wheel formation – right hands out.
Number 1 raises right hand up and into centre of circle and out again.
Number 2 copies pattern – repeat whole phrase twice – 3 times in total. Then number 1 turns out of wheel to form new line, partner follows – until whole group are in original pattern formation as in phrase 1. Repeat whole sequence as often as desired.

Week Six Revise and build quality of movement – gentle arm gestures – turning flowers in hands.
Create own patterns of movements, etc. Performance.

Music Creative Dance Tape Volume 3.

Notes

Activity **Dance**

Theme Ideas **Christmas**

Week One Christmas cake – discuss ingredients – shapes, textures, colour, etc.

Choose four or five basics, e.g. flour, eggs, sugar, butter, currants.
Make up movement sequence for each ingredient.

Week Two Divide class into groups – choose an ingredient.
Large bowl – mix ingredients – in turn.

Week Three Make up a recipe for the cake – add each ingredient in turn.
Finish with shape of large cake – candles – cut the cake!

Week Four Continue Christmas theme with Nativity Ideas – discuss The Story.
Divide class into the various characters – Angels, Joseph and Mary, Shepherds, Wise Men – choose suitable music/carols.

Week Five Tell The Story through mime and movement and music.
See Topic Lesson plans.

Week Six Sharing Day.

Music Any suitable Christmas Carols/Hymns.
Time to Dance: Moriel Gidney (Belair Publications).

Notes

Activity **Dance**

Theme Ideas **Circus**

Week One Ringmaster – Tall, strong – top hat, whip – marching. Introduces the different acts in the circus.

Ponies – circular formation – trotting, turning, galloping – partner work.

Week Two Jugglers – four groups – different activities e.g. hoops, small balls, rubber quoits, etc.

Tightrope walkers – can use lines on floor – slow deliberate movements – balance.

Partner work – passing each other, holding a joint balance, etc.

Week Three Clowns – funny walks, walking in different positions – sides of feet, tip toe, etc.

Rolling, cart wheeling, hands and feet movements. Balancing clowns – working with partner – funny sequences – slipping and falling.

Trapeze artists – partner work – swinging pattern – develop sequence.

Week Four Strong man – slow, strong, heavy, movements. Contrast with quick powerful walking/striding.

Posing – lifting, pushing, pulling, pressing.

Acrobats – short sequence using gymnastics vocabulary – partner work.

Week Five Elephants – big, strong, powerful – moving slowly, plodding, lumbering.

Contrast with quicker movements – pattern.

Lion Tamer – whip, strong actions – keeps lions under control. Sequence of movements choreographed by lion tamer.

Week Six Let children decide the number of acts to be included in their circus. Choose a ringmaster and divide the rest of the class into the chosen acts. Ringmaster introduces each act, finishing with the grand parade.

Music Time to Dance: Moriel Gidney (Belair Publications).

Primary Dance Tape.

Notes

Activity **Dance**

Theme Ideas **Dinosaurs**

Week One Discuss different types of dinosaurs – work on shape – wide, long, spiky, etc.
Encourage levels. How would the dinosaur move? – experiment with patterns of movement. Introduce dinosaur music and sounds.

Week Two Revise the shapes of the dinosaurs.
Birth of the dinosaur – breaking out of the shell – use percussion – count of 8 – encourage different body parts to break the shell – strong effort actions.

Week Three Discuss the names of the different dinosaurs – let children choose a particular shape and make up a short sequence of movements, e.g. start in the egg – break out – grow into shape of dinosaur – travel for 8.

Week Four Divide class into 4 groups – choose a different dinosaur for each group – show picture.
Start in low level – break out of the egg – count of 8 – finish in group shape of dinosaur.
Experiment with movement as a unit – counts of 8.

Week Five Revise egg hatching/group shapes. Let each group work in turn showing sequence.
Develop movement using pathway, e.g. two dinosaurs change places on a diagonal pattern, repeat with other dinosaurs – or choreograph a fight sequence between two dinosaurs, repeat with others.

Week Six Further develop by bringing all dinosaurs together to make one large dinosaur.
Or
develop mini aerobic session – Dinorobics!
Or
use the monster poem – The Prehistoric Animal Brigade.

Music Primary Dance Tape.
Primary Dance Tape Volume 2.

Notes

Activity **Dance**

Theme Ideas **Dragon**

Week One Traffic Lights, Copy Cats, Letter Balance, Name Game (see Introductory Lesson Ideas).

Week Two Copy Cat, Dragon Movements, balance, upside down, connect shapes.

Week Three Partner work – ideas for dragon shapes.
How does the dragon move?
Work in small groups to make the dragon. Develop a pattern of movement.

Week Four Each group works on own little dance sequence.
Is the dragon friendly or fierce?
Each group performs in turn.

Week Five See the Dragon! Creep, crawl, freeze and hide.
Circle round the dragon.
One group is the dragon, the rest of the class is the children.

Week Six Fierce dragon – children are afraid – create own dance patterns.
Friendly dragon – children are happy – create own dance patterns.

Music Creative Dance Tape Volume 2.
Time To Dance: Moriel Gidney (Belair Publications).
Percussion.

Notes

Activity **Dance**

Theme Ideas **Egyptians**

Week One Ancient Egypt – hieroglyphic shapes – variety of body shapes and levels.

Mummy walks – arms outstretched, arms across chest, one up one down, etc.

Walking on hot sand. Work in groups making up sequences.

Week Two Pyramids– building actions – pushing, pulling, lifting, dragging, etc. Cracking whip – slaves to work harder – passing blocks along – type of conveyer belt.

Class or group pyramid shape.

Week Three Egyptians – How did they dress? What did they eat? What did they do? Slaves?

Small groups – variety of tasks showing life in Ancient Egypt.

Week Four Modern Egypt – River Nile – meandering, gentle waves – arm and body actions, levels.

Form a dam.

Workers planting and harvesting on the banks of the Nile.

Week Five Shaduf – harvest/watering machine. Variety of effort actions, up and down, in and out.

Wheel like actions – cog.

Make class or group machine.

Week Six Performance with half the class depicting Ancient Egypt, other half depicting Modern Egypt.

Music Creative Dance Tape Volume 3.

Notes

Activity **Dance**

Theme Ideas **Electricity**

Week One	<p>Discuss topic – build word bank - electric words and sounds, e.g. spark, buzz, fuse, light, shock, etc.</p> <p>Experiment with different movements to the words – jumping, spinning, turning, etc.</p> <p>Divide class into small groups – choose electric words and make up a sequence.</p>
Week Two	<p>Revise electric words - discuss appliances that use electricity, e.g. toaster, microwave, dishwasher, vacuum cleaner, food mixer, television, etc.</p> <p>Divide class into small groups – choose an appliance – make up movement sequence.</p> <p>Each group works in turn – guess the appliance!</p>
Week Three	<p>Discuss circuits – still in small groups – switch on – pass the current from person to person – work out repetitive pattern – electricity travels through group – switch off!</p> <p>Encourage use of levels - connect with different parts of body - good linking.</p>
Week Four	<p>Discuss Power Station – Hydro plant – use pictures/photographs as stimulus.</p> <p>Divide class into groups – choose a particular part of the station – work out sequence, e.g. water - fast, powerful, surging, rising, sinking, flowing, etc.</p> <p>Water pipes – fast flowing water in straight lines.</p> <p>Turbine – turning, rotating, spinning, etc.</p> <p>Generator – revise electric words – pass the current.</p>
Week Five	<p>Revise Power Station – each group develops own sequence – use levels, pathways, shape, step patterns, etc.</p> <p>Encourage good starting positions - switch on - each group works in turn – links to movements of next group.</p>
Week Six	Revision/Performance.
Music	Primary Dance Tape Volume 2.
Notes	See Dance Box; Topic Dance Ideas; <i>Get Wired</i> , etc.

Activity **Dance**

Theme Ideas **The Elements**

Week One Fire – discuss different aspects of fire – colour, shape, heat, etc. How does a fire start? Spark – experiment with shapes of sparks. Progress to flames and smoke.
Divide class into three groups and each make up a movement sequence: 1) sparks; 2) flames; 3) smoke.

Week Two Bonfire – build a bonfire using movement– sparks, flames and smoke.
Fireworks – discuss different shapes, colours, sounds, etc. Divide class into small groups of fireworks with different effort actions. Use poetry or/and percussion. (*Fire* by Edith Stokes).

Week Three Earth – growing – how does a seed grow – rising and sinking actions – shape.
Introduce poems about plants/bulbs/seeds/flowers and let each group choose one and put a movement sequence together.

Week Four Air – discuss word bank – windy, breathing, floating, gasping, blowing, flying, etc.
Divide class into groups and depict a windy day. (*The Wind* by Edith Stokes).

Week Five Water – discuss word bank – wet, flowing, stormy, rippling, river, sea, deep, shallow, etc.
Under water – divide class into groups and let each depict a scene, e.g. fish, seaweed, etc.

Week Six Divide class into the four elements and let each choose an appropriate sequence to perform.
Use poetry, percussion and/or music.

Music *The Firebird* by Stravinsky;
Four Seasons by Vivaldi;
Fingal's Cave by Mendelssohn.
Creative Dance Tapes Volumes 1, 2 & 3.

Notes

Activity **Dance**

Theme Ideas **Families and Friends**

Week One	<p>Discuss families and where they live – homes. Discuss variety of homes: flat; semi-detached house; terraced house; bungalow; etc. Work on shape – divide class into small groups and choose the shape of a home. Use 8 counts to grow into the shape of a house, flat, etc. Discuss different rooms in the home – eventually class make shape of one large home showing the shapes of different rooms.</p>
Week Two	<p>Discuss family members – home environment – housework, garden tasks, etc. Divide class into small groups – each group chooses a member of the family and a task – effort actions, e.g. mum is washing and ironing, child Hoovering, dad washing car, etc. Each group makes up a short sequence of movement showing particular task.</p>
Week Three	<p>Revise group work – build quality of movement – good starting position – a beginning, a middle and an end. Choice of percussion – decide how long each sequence should last. Work in turn. Groups can change and try different tasks and actions.</p>
Week Four	<p>Discuss people who call at the home, e.g. milkman, postman, window cleaner, etc. Divide into small groups – different members of the family in different rooms doing different actions when the door bell rings – make up a sequence of movement to show who has called at the door.</p>
Week Five	<p>Discuss friends of the family – what does each member of the family do with their particular friend? Mum: shopping, coffee morning, aerobics, etc. Dad: golfing, football match, health club, etc. Children: playing variety of games, swimming, homework, music, etc. Grandparents: walking, meeting at community centre, playing cards, dancing, etc.</p>
Week Six	<p>Further develop through family occasions, e.g. birthdays, weddings, picnics, etc. Revise and share.</p>
Music	<p>Primary Dance Tape. Time to Dance Tape :Moriel Gidney (Belair Publications). Dancathon Tape.</p>
Notes	

Activity **Dance**

Theme Ideas **Fantasy Island**

- Week One** Travelling to your island on foot.
Different ways of travelling, e.g. skipping, galloping, turning, stepping, etc.
Create your own travelling sequence lasting for 8 counts.
Choose something you might see on your island. Trees, birds, plants, etc.
Hold shape for 8 counts.
- Week Two** Choose shape of your island. Walk round your island tracing the shape of the island.
Swim round your island tracing the same shape.
Add to travelling sequence from previous lesson.
- Week Three** Divide into groups. Each group chooses type and shape of island and makes a group shape. Experiment with growing into shape (8 counts). Changing shape.
- Week Four** The sea. Waves – moving high and low – curving pathways.
Flowing, sinking, rolling, spinning, etc.
Working in groups – in lines or clusters.
Develop a set pattern.
- Week Five** Spooky Island. Creeping, quietly, big slow steps, cautiously, silently, etc.
Sudden jumps and turns. Move carefully, hide behind trees, rocks, etc. Scared – shake, shiver. Develop set pattern.
- Week Six** Scottish Island. Teach simple Scottish dance pattern.
Teacher can vary islands accordingly depending on topic, e.g. computer island, holiday island, winter island, etc.
- Music** Percussion. *Sea Symphony* by Vaughn Williams;
Fingal's Cave by Mendelssohn.
Creative Dance Tapes Volumes 2 & 3.
Thriller Album by Michael Jackson.
X Files Theme, etc.
S.C.D. Tape.

Notes

Activity **Dance**

Theme Ideas **Food**

Week One Discuss different types of food. Choose a food group, e.g. fruit. Divide children into small groups and ask them to spell out the name of a fruit using body shapes. Guess the fruit. Repeat with other food groups.

Week Two Discuss food that is good for you – healthy eating – fruit, vegetables, etc. Discuss food that is bad for you – sweets, cakes, chocolate – sugar. Try making the shapes of different fruits, vegetables, sweets, etc.
Use percussion to grow into the shape. Divide children into small groups and let each group choose a type of food. Make one large shape.

Week Three Discuss supermarkets – lay out, types of food, etc. Divide children into small groups and each group represents a different food, e.g. bread; fish; fruit; vegetables; poultry; beef, etc. Let each group spell their food name – then change into the shape of their food item.

Week Four Continue pattern from previous week and let each group work consecutively using percussion. Each group can now experiment with short movement sequences telling the story of their particular food.

Week Five Each group is placed in their area of the supermarket – decide on starting position and freeze. Choose one child to be the ‘shopper’ and travel round the supermarket bringing each group to life.

Week Six Develop a healthy eating programme and finish with a mini keep fit aerobic session.

Music Percussion.
Beat It! Rhythms for Dance tape.
Mousetrice from Walt Disney.

Notes

Activity Dance

Theme Ideas Ghosts

Week One	<p>Fear: body reactions. Body parts – eyes darting, head turning sharply, reaching with hands and arms, shaking body parts. Whole body – shake, dart, freeze, fall and curl up. Make a pattern – individually or in pairs.</p>
Week Two	<p>Shapes of Ghosts: changing shapes – long, thin, small, round, twisted, spiky. Move into shape quickly then travel in shape. Mischievous ghost! Work individually or in small groups. Develop a set pattern or sequence.</p>
Week Three	<p>Skeleton Ghosts: move each joint individually. Light loose, floppy movements. On spot, walking, running. Ghosts in Chains: Slow, heavy, big movements. Walking, crawling, dragging. Quiet Ghosts: light, floating, soft movements. Walking, turning, running.</p>
Week Four	<p>Skeletons: inside coffins, slowly coming to life, spiky, bony, jaggy shapes. Jump out of coffin and travel to find another skeleton – partner dance. Divide the class into two groups. One group as skeletons, other group as ghosts. Let children experiment with variety of sequences and patterns – could work out an aerobic sequence – skellyrobics!</p>
Week Five	<p>Ghost Dance: 5 groups. 1. Frightened people. 2. Ghosts of different shapes. 3. Skeletons. 4. In Chains. 5. Quiet. Group 1 exploring haunted house – meeting and reacting to other groups.</p>
Week Six	Performance/Sharing.
Music	<p>Percussion. Primary Dance Tape. <i>Fossil's Dance Carnival of the Animals</i> by Saint-Saëns. Aerobic music.</p>
Notes	

Activity Dance

Theme Ideas Halloween/Fireworks

Week One	<p>Halloween. Shapes associated with Halloween – broomstick, cauldron, crescent moon, witches hat. Experiment with variety of shapes. Divide class into small groups and let them choose a theme – witches, ghosts, Halloween party with dressing up, dooking for apples, etc. Make up a short sequence.</p>
Week Two	<p>Halloween. Help each group to develop ideas. Work on facial expressions – scary masks, frightening movements, flying on a broomstick, black cat, party games. Make a magic spell – choose a magic word – e.g. abracadabra , hubble bubble, etc. Say it, clap it, stamp it – stir the cauldron, dance round the cauldron, step pattern. Jump and disappear in a puff of smoke.</p>
Week Three	<p>Halloween. Let each group perform their own sequence in turn.</p>
Week Four	<p>Fireworks. Sparklers – trace name with finger, toes or other body parts. Burst into life – fast, light, darting movements. Rockets – shoot into air, land and stay still in broken twisted pieces. Fly around silently before exploding. Make class or group rocket shape.</p>
Week Five	<p>Catherine wheels: circling movements with different body parts – wheeling, spinning. Build a short sequence using change of speed and shape. Whole class follow leader in single file – spiral towards middle of hall.</p>
Week Six	<p>Bonfire: make shapes of flames, smoke and sparks – three groups. Come together to make the fire. Make shapes of things that go on the bonfire, e.g. branches, boxes, Guy Fawkes. One group dances round the bonfire.</p>
Music	<p>Primary Dance Tape Volume 2. Time to Dance: Moriel Gidney (Belair Publications). Tape of fireworks display.</p>
Notes	

Activity Dance

Theme Ideas Heat, Light & Sound

Week One	<p>Discuss topic – start with heat – how do we keep warm? – exercise, warm clothes, central heating, coal fire, etc.</p> <p>Choose three different types of fire, e.g. gas fire, electric fire, coal fire.</p> <p>Experiment with shapes, levels and pathways – divide class into three groups.</p> <p>Each group makes up a simple sequence of movement for their fire, e.g. gas – ignite, jet, flame, growing, rising, sinking, develop pattern and repeat; electric – switch on, buzz, current passing through group, connect with body parts;</p> <p>coal – light, spark, flames, smoke, rising, sinking, ashes.</p>
Week Two	<p>Revise and let each group work in turn.</p> <p>Discuss other forms of heat – cooker, microwave oven, water heater, washing machine, etc.</p> <p>Divide class into small groups and let them choose a heating appliance – make up a short sequence – work in turn – guess the appliance.</p>
Week Three	<p>Discuss light – day light, sun light, electric light, etc.</p> <p>How does light travel? In lines – make up a marching dance using travel in straight lines.</p> <p>Discuss electricity – divide class into small groups – pass the current from one to another. Discuss light bulb – lamp, refrigerator, microwave, cooker, etc.</p> <p>Each group decides on a particular appliance that uses light – make up sequence.</p>
Week Four	<p>Revise heating and lighting appliances – let children choose.</p> <p>Some groups may want to combine both elements into their appliance.</p> <p>Discuss other forms of light – torch light, lantern, bicycle lamp, car head lights, etc.</p> <p>Experiment with movement patterns for different lights.</p>
Week Five	<p>Discuss sound – ear, hearing, noise, listen, bang, loud, etc.</p> <p>Close eyes – listen to different sounds – use percussion .</p> <p>React to sound – travel across floor – freeze when tambour is hit.</p> <p>Try different sounds using different percussion – travel, stop, make shape.</p> <p>Divide into small groups – each group chooses two pieces of percussion – make up sequence of movements to the different sounds.</p>
Week Six	<p>Discuss different sounds – music/percussion, machinery, wind/rain, fireworks, water, etc.</p> <p>Small groups – choose a particular type of sound – make up sequence – music/percussion, e.g. machinery – step patterns, levels, rhythms, repetitive movement – machine sounds. Water – falling, rising, sinking, jumping, swirling, etc.</p> <p>Divide class into three groups – heat, light and sound – choreograph sequence.</p>
Music	<p>Primary Dance Tapes Volumes 1 & 2.</p> <p>Creative Dance Tapes Volumes 1 & 3.</p>

Notes

Activity **Dance**

Theme Ideas **Hospitals**

Week One	<p>Ambulance/Paramedics Racing to an accident – running, stopping, changing direction. Working with partner. Examining patient: mime ideas from First Aid Manual, e.g. feeling pulse in neck, check for breathing, place patient on stretcher. Lift/carry stretcher: slow steady movements – place in ambulance. Encourage patient to react accordingly, e.g. floppy body parts, unconscious, etc.</p>
Week Two	<p>Nurses. In hospital ward – moving smartly, changing direction, using levels. Thermometer – shaking pattern with hand, recording reading. Pushing medicine trolley – can work with a partner. Giving medicine – tablets with water, medicine from a bottle using spoon, etc. Taking pulse, bandaging a body part, taking blood pressure, etc.</p>
Week Three	<p>Doctors. In hospital ward – firm purposeful strides – visiting each patient. Reading charts – build sequence with nurse. Inspecting patient – test joints, move different body parts, use stethoscope, check heart and breathing. Radiographer – x rays – make different body shapes.</p>
Week Four	<p>Porters. Helping with patients – pushing wheel chair – weaving lightly in and out of spaces. Auxiliaries: making beds – work with a partner – pushing tea trolley – distributing meals to patients. Cleaners. Sweeping, polishing, washing dishes in kitchen.</p>
Week Five	<p>People who visit hospitals: relatives of patients, ministers and priests, hairdressers, physiotherapists, etc. Let children choose the actions for the different visitors.</p>
Week Six	<p>Divide class into small groups and let them choose their own hospital characters. Let each group work in sequence and show a typical day in the life of a hospital staff.</p>
Music	<p>Percussion. TV Themes – <i>Casualty</i>, <i>E.R.</i>, <i>Peak Practice</i>, etc. Primary Dance Tape Volume 2.</p>
Notes	

Activity **Dance**

Theme Ideas **Jack Frost/Frosty the Snowman**

Week One	<p>Snow. Very cold – snowballs, sledging, skiing, playing. Icy – Snowman, Jack Frost – shapes.</p>
Week Two	<p>Jack Frost. Spiky shape – comes to life – shaking pattern of fingers, hand, arm then toes, foot, leg. Travels over the snow.</p>
Week Three	<p>Snowman. Jack Frost meets a friend – The Snowman. Glad to have a friend dance.</p>
Week Four	<p>Mirror Image. Jack Frost and Snowman facing each other, create a mirror image dance sequence – copy each others movements – perhaps the shaking pattern again.</p>
Week Five	<p>Follow my Leader. Jack Frost leads the snowman in a travelling sequence over the snow. Can repeat with the snowman leading. Finish with a shaking sequence, a jump and melt into the snow.</p>
Week Six	<p>Performance.</p>
Music	<p><i>Fossil's Dance, Carnival of the Animals</i> by Saint-Säens. Creative Dance Tape – Volume 2. Percussion.</p>

Notes

Activity Dance

Theme Ideas Katie Morag

Week One	<p>Granma Mainland.</p> <ol style="list-style-type: none"> 1) People bustling around – walk quickly and change direction. 2) Buildings – shape – tall, small, angular, spiky. 3) Travelling by train – small bouncy jumps. <p>Individually and in pairs.</p>
Week Two	<p>Granma Mainland.</p> <p>Cars – run quickly, weaving.</p> <p>Traffic Lights 1) Red, freeze; 2) Amber, bounce on spot ; 3) Green, running quickly. Roundabout – Run round in small circles.</p>
Week Three	<p>Grannie Island.</p> <p>Waking up: curling and stretching, slowly walking.</p> <p>Gathering sheep: run and stop, change direction.</p> <p>Driving tractor: small jumps, big jumps. Develop jumping pattern.</p> <p>Feeding hens: walking, throwing actions, alternate hands/arms.</p>
Week Four	<p>Baking – mixing bowl – big movements, rolling, spinning, plodding, jumping, etc.</p> <p>Ingredients all mixed together in bowl – rise to finish in cake shape.</p>
Week Five	<p>The Show</p> <p>Wheelbarrow – turning actions, curved pathway, wheeling actions.</p> <p>Put up tent – pulling actions, develop pattern e.g. three pulls and pause in strong shape.</p> <p>Groom cattle – brushing actions, across and down, develop pattern.</p> <p>Scrub dance floor – scrubbing action in all directions, use of levels.</p>
Week Six	<p>The Party.</p> <p>Scottish dance using clapping and skipping.</p> <p>Play imaginary musical instruments.</p> <p>Eaten too much – fat tummy, fall down, comical pattern.</p>
Music	<p>Creative Dance Tapes Volumes 2 & 3.</p> <p>Dashing White Sergeant, S.C.D. Tape.</p>
Notes	

Activity **Dance**

Theme Ideas **Light & Colour**

Week One	<p>SUN – Rising. Begin in small shape, grow slowly, upwards, along floor, diagonally, etc. Finish in outstretched position. Circular Sun – class in a double circle, travelling in opposite directions. Link with a partner – swaying side to side – sun’s rays. One big circle – start low, move in slowly, lifting arms back, bringing arms down. Sun – sinking slowly.</p>
Week Two	<p>MOON & STARS Moon – shape – full, crescent, etc. Stars – twinkling – individually, clusters. Stars in clusters – moon floats in and out – gathers all stars which follow behind. Moon sinks down – stars twinkle over.</p>
Week Three	<p>LIGHT Travelling in straight lines. Marching – single lines, double lines, etc. Develop a pattern. Work in groups.</p>
Week Four	<p>COLOUR Choose a colour, e.g. red. Strong movements – stamping, punching, slashing, kicking, clapping, marching. Make up a sequence using strong movements.</p>
Week Five	<p>COLOUR – Yellow– Happy. Light bouncy movements. Happy actions – incorporate with waving, jumping, rolling, etc. COLOUR – Blue – Sad. Slow, gentle movements. Rising, sinking, swirling, floating, etc. Choose different colours and adapt to movement patterns.</p>
Week Six	<p>Divide class into two groups – 1) Moon, stars and light; 2) Colours. Each group performs their own dance.</p>
Music	<p>Creative Dance Tape Volume 3. Primary Dance Tape Volume 2. Time to Dance: Moriel Gidney (Belair Publications).</p>
Notes	

Activity **Dance**

Theme Ideas **Litter**

Week One	Shapes. Tall, round, spiky, wide, etc.– travel and hold shape. Shapes with partner/group.
Week Two	Litter. Introduce topic – litter – bottles, cans, cartons, paper bags, crisp packets, etc. Travel and hold shape of litter. Litter blowing in wind – flying, turning, caught on branches, wrapped round fences, etc.
Week Three	Rain. Litter becomes soggy – collapses – stuck to ground. Sweeping up – shovelling. Whole group shape – pile of rubbish.
Week Four	Machinery. Bin lorry – lifting, churning. Small groups – mechanical actions, up/down, circling, side/side, etc. Eventually one big machine.
Week Five	Recycling. Separating – paper, glass, tins, etc. Grow into new shape.
Week Six	Performance.
Music	Percussion. Creative Dance Tape Volumes 2 & 3. Primary Dance Tape Volume 2.
Notes	

Activity **Dance**

Theme Ideas **Medieval Banquet/Castle**

Week One Discuss shapes of different castles – turrets, moat, etc.
Divide class into groups (6/8) – start in low level – grow up to make the shape of a castle – count of 8 – hold shape – drawbridge lowered.
Experiment with larger group shape – or whole class castle shape.

Week Two Revise and decide on favourite castle shape – half the class make the castle.
Discuss banquet – who were the people? – what were they wearing? – what did they eat?
Choose a King and Queen – they lead a grand procession into the castle.
Choose two children to sound the fanfare on imaginary trumpets.

Week Three Revise shape of castle – introduce music – work on drawbridge coming down in time to music – fanfare – then procession into hall and sit down – walls of castle then sink – become people at banquet. What would the courtiers do now? – eat, drink, laugh, etc.

Week Four Revise castle, procession, eating and drinking.
Discuss entertainment of the period – acrobats, dancers, jesters, jugglers, jousts, etc.
Divide class into small groups and let them experiment with different ideas – make up short sequences of movements.
Eventually choose 4 or 5 acts and let each group choose one idea and practise.

Week Five Revise acts – each group works in turn – introduced by a fanfare – return to place in hall when act is completed so that there is always an audience.
When last act has performed, finish with walls of castle rising again and the drawbridge coming up.

Week Six Revision/performance

Music Creative Dance Tapes Volumes 1 & 2.

Notes

Activity **Dance**

Theme Ideas **Mini Beasts**

Week One	Discuss different types of mini beasts – think of shape – levels. Let children choose a variety of mini beasts and experiment with movement, e.g. spider, caterpillar, butterfly, grasshopper, etc.
Week Two	Revise the different names of mini beasts and how they move – crawling, spinning, slithering, floating, etc. Let children choose a particular mini beast – make the shape – work out a short sequence, e.g. grow into shape for count of 8, travel for 8, action for 8, travel for 8, etc. Use variety of percussion.
Week Three	Divide class into small groups – each group chooses a different mini beast. Try to choose contrasting shapes and sizes of beast – grow as one shape. Develop good starting position – grow for 8 counts – freeze.
Week Four	Revise group shapes – grow for 8 counts – move for 8 – actions for 8. Each group can develop their own sequence using percussion and music. Let each group work in turn – can the class guess the mini beast?
Week Five	Change each group into individual insects, e.g. group of worms, spiders, etc. Choose suitable poetry for each group. Teacher or child reads poems while group moves to words. Whole class can perform a marching dance to the poem <i>The Ants Go Marching</i> .
Week Six	Whole class can make one large mini beast. Revision/performance.
Music	Primary Dance Tape. Primary Dance Tape Volume 2. Creative Dance Tape Volume 3. <i>Flight of the Bumble Bee</i> by Rimsky-Korsakov.
Notes	

Activity **Dance**

Theme Ideas *Mousercise*

16 Counts – Step dig side to side, hands on waist.

16 Counts – Side to side dig step, hands on waist.

1. Small arm circles going forward.
2. Large arm circles going backwards (backstroke).
3. Side bends (hands on hips, knees bent).
4. Front bends (hands on knees).
5. March in time (normal time, double time).
6. Repeat Chorus.
7. Skip around room.
8. Touch toes (bend knees) slap tummy, reach up to the sky.
9. Small jumps side to side (like Tigger).
10. Sit on floor, pull self forward (like pulling self forward with a rope).
11. Leg kicks (lie on back, bend knees).
12. Straddle legs (one leg straight, other leg bent).

Cool down.

13. Shake left leg, repeat right.
14. Shake arms.
15. Shake head.
16. Shake everything.
17. Chorus step dig, etc.
March on spot 4, jump high and wave hands.

Exercises and Music: Walt Disney.
Jumping Beans, Steve Thornton

Activity Dance

Theme Ideas Myself

Week One	<p>Whole body. Shake different body parts. Body shapes – tall, small, wide – make a shape, partner moves under/through/over/shape. Make different parts of body touch. Skip, touching elbows, knees. Walk, touching hands, feet.</p>
Week Two	<p>Hands. Shake hands – high, low, in front, behind, to the side. Moving fingers – open and close, wide and narrow, move one at a time mirror partner. Tip toe over floor, stop with hands high, low, one high, one low. Move over floor, using hands on floor.</p>
Week Three	<p>Feet. 1) walk with feet – flat, on toes, on sides of feet, etc. 2) Move with small light steps. Move with big heavy steps. 3) Move round floor or on spot – feet high in front, behind, sides.</p>
Week Four	<p>Teeth. Shapes of teeth – square, pointed, round, etc. Move into shapes, hold work with partner. Sugar – spiky shapes, jumping, pattern. In pairs, teeth grow to shape, sugar jumps and sticks to tooth.</p>
Week Five	<p>Teeth. Fruit and vegetables – variety of shapes – marching in different directions. Brushing teeth – in pairs, working arms backwards and forwards. Sugar disappears. Group 1 – teeth; Group 2 – sugar; Group 3 – fruit and vegetables. (see Tooth dance).</p>
Week Six	<p>Childhood. Movement development from childhood. Curl and stretch; rolling; sliding; crawling. run, skip, hop, walk, etc., – in pairs.</p>
Music	<p>Percussion. Primary Dance Tape. <i>Time to Dance</i> – Moriel Gidney (Belair Publications).</p>
Notes	

Activity **Dance**

Theme Ideas **The Nutcracker (The Battle)**

Week One	<p>Discuss topic – different characters – Clara, the Mice, King Rat, the Nutcracker Prince.</p> <p>Class – marching patterns as soldiers. Then class – scurrying, scratching, hiding as mice.</p> <p>Choose Clara – solo dance – slow steps, searching, afraid.</p>
Week Two	<p>Divide class into mice and soldiers – choose Nutcracker Prince and King Rat.</p> <p>Clara’s solo – mice hiding – levels – King Rat creeps up behind her and frightens her – freeze.</p> <p>Prince comes to life with his soldiers – marching sequence.</p>
Week Three	<p>Choreograph fight sequence between mice and soldiers – question and answer, action and reaction, no physical contact, use percussion to help with blows, e.g. 4 blows each, alternately – encourage good effort actions.</p>
Week Four	<p>Revise Clara’s solo, with mice moving in and out of levels, hiding, scurrying, etc.</p> <p>King Rat’s solo – frightening, creeping, menacing steps. Prince and his army come to life and attack the mice – mice and soldiers then freeze.</p>
Week Five	<p>Revise previous lesson. Battle scene is now frozen.</p> <p>Now Prince and King Rat fight to the death – choreograph fight sequence – no contact. Clara helps at the end by hitting the Rat with her shoe and saving the Prince. Mice gather slowly, lift the King’s body gently and leave – dragging of feet, heads down.</p> <p>Clara leaves with the Nutcracker Prince to go on a fairy tale journey to the land of ice and snow.</p>
Week Six	<p>Revision/Performance.</p>
Music	<p><i>The Nutcracker Suite</i> by Tchaikovsky.</p>
Notes	<p>Teacher’s notes are also available as this was a Steps Out Project (Scottish Ballet) in conjunction with the Education Department in 1990.</p>

Activity Dance

Theme Ideas Rain Forest

Week One	Rain – falling – whole class – light up/down movements – rolling. Divide class into 4 groups – rain getting heavier. Group 1) Stamping. Group 2) Clapping. Group 3) Twitching. Group 4) Spiky jumps.
Week Two	Effect of rain on forest floor. Group 1) Opening and closing – flowers. Group 2) Twisted creepers – twisting and turning movements – rising and sinking. Group 3) Creepers slithering and sliding along the ground. Group 4) Spreading roots – cartwheels – rolling – growing into strong trees.
Week Three	Transportation of seeds – Wind blows. 1) Birds carry – on wings – whole class activity – scatter seeds. 2) Little animals bury seeds. 3) Helicopter seeds – twisting and falling. 4) Wind blows seeds along ground – rolling.
Week Four	People and animals found in the rain forest. Discuss different shapes and movements. Divide class into 4 groups and let children choose an animal or bird per group. Armadillo, tapir, toucan, etc. Short sequence using shapes and levels.
Week Five	Pygmies – working, hunting, climbing, etc. Revise the story of the rain forest and let children decide on different groups. Each group works in sequence showing the main points of the story.
Week Six	Performance/Sharing.
Music	Percussion. Creative Dance Tapes Volumes 2 & 3.
Notes	

Activity **Dance**

Theme Ideas **Romans**

Week One Discuss Roman topic – where, when, how did they live?
Roman army – what did the soldiers wear, what did they do?
Let children make up marching sequences – either one large army or four smaller groups.

Week Two Revise soldier patterns and then discuss other Roman activities, e.g. building, making weapons, jewellery, etc.
Divide class into smaller groups and encourage each group to make up a movement sequence describing a Roman activity.

Week Three Revise group tasks and let children choreograph a short sequence using lots of effort actions. Each group freezes in starting position then is brought to life in turn.
Use percussion if desired.

Week Four What was the Amphitheatre? Let children discuss shape – make shape of theatre. Discuss variety of events that took place – Gladiators, chariots, lions, etc.
Divide class into small groups and choose one event per group.

Week Five Revise group tasks from previous week. Let one group be the Emperor's party and lead the grand procession into the arena. Emperor then conducts the proceedings.

Week Six Performance/sharing day.

Music Creative Dance Tape Volume 2.
Film Themes, e.g. *Ben Hur*, *Chariots of Fire*, etc.

Notes

Activity **Dance**

Theme Ideas **Sailors, Sea & The Whale**

Week One	<p>Setting Sail – slow heavy movements – rush and stop. Wave to partner, load ship with partner – load heavy objects, e.g. lift barrels, roll barrels – pass heavy load along the line. Climb the rigging, wind the ropes, hoist the sails and scrub the decks. Finish lined up ready to salute the Captain.</p>
Week Two	<p>At Sea – sequence in lines, wave actions, flowing, arms sweeping over head, sink then roll. Storm – sway, tip, stagger, roll. Sea sick – with partner lean over partner in different positions, floppy arm/head movements. Repeat wave sequence, individually or in groups.</p>
Week Three	<p>South America – The Cha-cha. Teach basic cha-cha steps. Let children develop their own dance.</p>
Week Four	<p>Antarctica – Divide children into three groups and practise variety of movements.</p> <ol style="list-style-type: none"> 1) Snowflakes swirling. 2) Penguins walking. 3) Albatross flying. <p>Experiment with shapes for icebergs. Build one large iceberg.</p>
Week Five	<p>Whales – swimming in the water. Individually at first, then work in small groups making the shape of the whale. Each group develops a pattern of movement for their own whale shape. Develop this by having two groups work together creating their own whale dance.</p>
Week Six	<p>Sharing Day – when children can perform for other classes.</p>
Music	<p>Percussion. Creative Dance Tape Volume 2. Primary Dance Tape. Time to Dance Tape: Moriel Gidney (Belair Publications).</p>
Notes	

Activity **Dance**

Theme Ideas **School**

Week One Variety of body shapes – wide, round, long, thin, etc. Variety of levels. Discuss shape of school building – divide class into small groups and let them experiment with building school shape – grow into shape – use percussion – count of 8.
Can use whole class and make one large building.

Week Two Revise school shape – doors open and children disperse into 4/5 small groups.
Discuss variety of activities that take place inside a school – different areas, etc.
Class room, gym, office, dining hall, etc. Each group chooses a particular activity and creates a sequence using movement.

Week Three Let each group work on their chosen activity and develop a set pattern of movement which can easily be repeated, e.g. aerobic sequence in the gym to music, dinner ladies cooking and distributing meals, working in the class room, etc.
Percussion or music can be introduced when needed.

Week Four Let each group work in sequence – discuss how each group comes to life – variety of ideas – perhaps the head teacher is walking from area to area in the school bringing each group to life and then freezing each group in turn.

Week Five Revise whole school shape – doors open – and into activity groups working in sequence.
Finish with whole school shape re-emerging. Group shapes can be used for school shapes instead of whole class shape if preferred.

Week Six Revision/sharing day.

Music Percussion.
Aerobic Dancethon Tape.
Primary Dance Tape.
Time to Dance Tape: Moriel Gidney (Belair Publications).

Notes

Activity Dance

Theme Ideas Sea & Titanic

- Week One**
1. Sea. Moving across the floor in gentle patterns – rising and sinking, advancing and retreating.
 2. Sea Creatures, e.g. sea horse, star fish, crab, octopus, etc.
 3. Seaweed.

- Week Two**
- Group 1 – Seaweed – gentle swaying
 - Group 2 – Octopus – group shape making one large octopus.
 - Group 3 – Fish – individual shapes.
 - Group 4 – Crabs – individual shapes.
 - Groups 2–4 – Move respectively in and out of Group 1.

- Week Three**
- Group 1 – Becomes Iceberg – strong group shape.
 - Group 2, 3 & 4 – Become Sea again.
 - Groups 2 & 3 – Now form shape of Titanic.
 - Group 4 – Remains the Sea.

- Week Four**
- Warning bells – Too late!
 - Titanic hits iceberg – panic!
 - Sinking – Passengers rushing about deck.
 - Ship breaks up!

- Week Five**
- Titanic sinks slowly.
 - Group 4 (Sea): washes over ship as it sinks to the bottom of the ocean.
 - Iceberg remains intact.

- Week Six**
- Performance with storyline.

- Music**
- Creative Dance Tape Volumes 2 & 3.
 - Primary Dance Tape Volume 2.

Notes

Activity **Dance**

Theme Ideas **Seeds**

Week One Introductory Ideas – include rising/sinking, opening/closing and shapes.

Week Two In Ground.
 1) Digging – using hands and feet, elbows, noses, knees, etc.
 2) What do we find in soil? Worms, slugs, snails, beetles, slithering, creeping, crawling, etc.
 3) Introduce buying seeds. Where do we go to buy them? How do we travel to the shop?

Week Three Planting.
 1) Planting seeds – cover with soil, etc.
 2) Water the seeds – hose, watering can, rain, etc.
 3) Sun – seeds growing.

Week Four Spreading Seeds.
 1) Wind – spinning, turning, rising, falling, rolling.
 2) Birds – Flying, swooping to pick up seeds.
 3) Humans – Running, walking, skipping, playing, etc.
 4) Insects – Hopping, buzzing, etc.

Week Five Planting Seeds in Pots
 Planting as before. Plant grows. Becomes too big for pot – roots winding round and round – burst out of pot.
 Replant in one big pot – circle.
 Group flower growing.

Week Six Performance/Sharing.

Music Creative Dance Tapes Volumes 1 & 3.
The Garden – The Music Box (BBC Pamphlet, Summer 1987).

Notes

Activity **Dance**

Theme Ideas **The Sixties**

Week One Discuss topic – news reader format – introduce different events.
Fashion ideas – miniskirt, Beatle suit, etc.
Divide class into small groups and devise a fashion show – different fashion trends.

Week Two Revise fashion show choosing suitable music from the era. Discuss variety of pop groups – divide class into small groups – choose a particular group– and work out short movement sequence to music, e.g. The Beatles, The Shadows, The Rolling Stones, The Supremes, etc.

Week Three News reader introduces the decade – start with fashion show.
Revise pop groups – work on style of group.
Let each group perform in turn – introduced by the news reader.
Either mime to original music or perform live.

Week Four Discuss individual performers of the decade, e.g. Elvis Presley, Cliff Richard, Roy Orbison, Del Shannon, Lulu, etc.
Let children choose to be individual performers or part of group – some children may want to be in several acts.
Work on style and performance – pop concert – chronological order of acts.

Week Five Discuss different dance crazes of the era, e.g. Twist, Locomotion, Hucklebuck, Rock and Roll, etc.
Let children choose and develop own dance patterns to music.
Work in groups or individually.
Put all work in chronological order and link with news of the decade.

Week Six Revision/Performance.
or
1) Dance Contest – with judges.
2) Juke Box Jury.
3) Top of the Pops – Pan’s People.
4) Re-enact a news topic from the era.

Music Any suitable music fro the decade, e.g. *Dedicated Follower of Fashion* by The Kinks, *The Locomotion* by Little Eva, etc.

Notes

Activity **Dance**

Theme Ideas **Skeletons**

Week One	<p>Shapes – wide, thin, long, spiky.</p> <p>Discuss topic – graveyard, coffins, creepy, night time, dark, shadowy, etc.</p> <p>Start in low level – in coffin – come to life – start with head, fingers, hands, toes, legs.</p>
Week Two	<p>Revise starting positions – establish a pattern of movements as skeleton comes to life, e.g. fingers, hand, arm – repeat with other arm, then toes, foot, leg – repeat with other leg. Start with sudden movement of head, then arm/leg pattern, finish with jump from coffin. Use tambourine – shaking body parts.</p>
Week Three	<p>Revise previous lesson – then travel over the graveyard – quick, light running. Find a friend – develop a spiky dance with a partner – two counts of eight. Introduce suitable music or continue to work with percussion.</p>
Week Four	<p>Revise previous lesson – develop a mirror sequence with partner – give a set pattern if children find it difficult to create their own – finish with a spiky jump, one behind the other.</p> <p>Revise the whole piece.</p>
Week Five	<p>Revise – develop a follow my leader dance – spiky shapes.</p> <p>Finish with a shaking pattern and all the skeletons returning to their coffins.</p> <p>Revise whole piece.</p>
Week Six	<p>Performance/sharing day.</p>
Music	<p><i>Fossil's Dance, Carnival of the Animals</i> by Saint-Saëns.</p> <p>Primary Dance Tape.</p> <p>Percussion.</p>
Notes	

Activity Dance

Theme Ideas Space

Week One	<p>Discuss space – experiment with slow movements – use percussion.</p> <p>Develop levels – direction – make up step pattern using big, slow steps.</p> <p>Introduce poem <i>Exploring the Mystery Planet</i> – read Verse One.</p> <p>Encourage children to move to the words of the poem.</p> <p>Set pattern at end of verse – reaching up high then low and freeze.</p>
Week Two	<p>Revise Verse One – let children create good starting position – perhaps astronaut has been thrown from crashed space ship – use space music to set atmosphere – lost in space.</p> <p>Introduce Verse Two – let children experiment with movement to words.</p> <p>Set pattern at end of verse – all pointing up to Mars and freeze.</p>
Week Three	<p>Revise Verse One – improve quality of movement – lost in space.</p> <p>Continue with Verse Two – let children develop story line – more confident movement. Encourage quick safe movements.</p>
Week Four	<p>Revise Verses One and Two.</p> <p>Introduce Verse Three – petrified – discuss words – build word bank.</p> <p>Contrast from previous verse – rushing – panic stricken – nowhere to go!</p> <p>Everyone freezes at end of verse – petrified!</p>
Week Five	<p>Revise Verses One, Two and Three.</p> <p>Introduce Verse Four – let children decide how the story ends, e.g. astronaut is dragged into large Black Hole and disappears into the centre of the planet.</p> <p>Slow movement – no energy – stillness.</p>
Week Six	<p>Revision/performance.</p>
Music	<p>Creative Dance Tape Volume 1.</p>
Notes	

Activity **Dance**

Theme Ideas **The Street**

Week One Discuss families and where they live – homes. Discuss variety of homes – flat, bungalow, semidetached house, etc. Work on shape – divide class into three groups and make the shape of three different homes – 8 counts to grow into the shape and hold for 8 – use percussion. Discuss the street – perhaps choose the name of a particular street – what kind of buildings? Are there any shops or schools on this street? Experiment with shapes of different buildings.

Week Two A busy street – discuss different people that may be in the street – what are they doing? Divide class into smaller groups – 1: leave house, hurry along street, running to catch a bus or train; 2: playing; 3: washing the car; 4: gardening; 5: shopping; 6: washing windows, etc. Use as many ideas as desired – make up short sequences of movements for each group. Use music or percussion.

Week Three Choose one or two of the above ideas and further develop, for example:
 1: Shops – supermarket, bakery, fish shop, newsagent, etc. Divide class into groups and let each choose a shop and make up a small sequence of movements to show what they are selling.
 2: Families – each group chooses a member of the family and a task and makes up a short sequence of movement using effort actions – hoovering, washing, digging, ironing, etc.

Week Four Traffic – discuss the different types of transport seen on the street – bus, car, bicycle, etc. Divide into groups and make the shapes of the different vehicles – how do they move? Make up variety of patterns and speeds – obey road signs. Develop street scene using traffic, people and buildings.

Week Five Continue traffic theme and highlight road safety – traffic lights, pedestrian crossing, etc. Divide into groups and re-enact a traffic accident in the street, e.g. child hit by car, car/lorry crash, old person knocked down, etc. Police, ambulance, fire brigade, doctor, etc.

Week Six Revision/performance.

Music Primary Dance Tape. Primary Dance Tape Volume 2.
Creative Dance Tape Volume 3.

Notes

Activity **Dance**

Theme Ideas **Teeth – ‘Tooth Invaders’**

Week One	<p>Discuss different shapes of teeth: round, square, spiky, etc. Experiment with body shapes – how does tooth grow? Let children grow from low level into shape of tooth – strong effort actions. What is bad for teeth? – cakes, biscuits, sweets, fizzy drinks – sugar! What is good for teeth? – fruit and vegetables. Experiment with different shapes for sugar, fruit and vegetables.</p>
Week Two	<p>Divide class into three groups, each group work out a short movement sequence.</p> <ol style="list-style-type: none"> 1) Teeth – start in low level in semicircle – grow into strong tooth shape – freeze. 2) Sugar – spiky shapes – move into mouth and attack teeth – no physical contact. 3) Fruit and vegetables – variety of shapes – move into mouth – mini army – to the rescue!
Week Three	<p>Teeth group works and freezes – sugar group works and freezes at individual tooth. Develop the fruit and vegetable group as a little army – into the mouth – inspecting the damage – freeze beside a particular tooth and sugar, i.e. group of three.</p>
Week Four	<p>Choreograph a fight sequence in groups of three – question and answer movements – no physical contact – tooth reacts to sugar – fruit and veg. fight with sugar – fruit and veg. win the battle and remove sugar from the mouth – victory dance.</p>
Week Five	<p>Revise using percussion and music Further develop dental health theme by reforming groups into toothbrushes, toothpaste, mouthwash, etc.</p> <ol style="list-style-type: none"> 1) Teeth – still in place in the mouth. 2) Toothbrushes and toothpaste – move into mouth and start to clean. 3) Toothpicks – clean between teeth. 4) Mouthwash – swirls in and out of teeth refreshing the mouth. <p>Each group works in sequence to appropriate music.</p>
Week Six	<p>Revision/performance. Children can change groups to experience different movements. Finish with class singing a happy, healthy tooth song.</p>
Music	<p>Primary Dance Tape. Creative Dance Tapes Volume 3. Time To Dance: Moriel Gidney (Belair Publications).</p>
Notes	

Activity **Dance**

Theme Ideas **Travelling Shop**

Week One	<p>Traffic – class into four groups. Groups 1 & 3 cross Groups 2 & 4 cross Repeat, back to place. Groups 1 & 3 – roundabout – and back to place Groups 4 & 5 – roundabout – and back to place Groups 1 – 4 come together in a straight line – traffic jam.</p>
Week Two	<p>Traffic Groups take different transport – bus, lorry, transporter, bicycle etc.</p>
Week Three	<p>Fruit & Veg. Van Different types of fruit and veg. – variety of shapes. All stacked neatly on shelves – van breaks suddenly. Everything rolls around, bounces along etc. – depending on shape.</p>
Week Four	<p>Snack Bar. Groups – 4. Crisps – spiky, jaggy shapes. Chewing gum – sticky, stretch. Fizzy drinks – shake and fizz. Choc flake – log effect, breaking off.</p>
Week Five	<p>Jewellery Golden Girls Groups – 4 Circling in corners, link into two lines, round the hall, cross diagonally. Form two large circles – thread the needle pattern. One large circle – small chains – weave in and out.</p>
Week Six	<p>Class into four groups 1) Traffic 2) Fruit & Veg. 3) Snack Bar 4) Jewellery Let each group perform in sequence.</p>
Music	<p>Percussion Primary Dance Tape – Volume 2 Creative Dance Tape – Volume3</p>
Notes	

Activity **Dance**

Theme Ideas **Vikings**

Week One	Build a Viking Ship – sawing, hammering, building. Develop into a sequence with different ways of travelling and variety of effort actions. Make long boat shape with whole class – children lie flat on floor in shape of boat with figure head at bow and stern. Think of variety of ways to make the ship.
Week Two	Making ready for Journey across the sea – variety of effort actions showing preparations, e.g. supplies on to boat, weapons, preparing food, etc.
Week Three	Sea journey and storm. Waves – arm and body actions – rushing, sinking, different levels and positions. Waves getting higher – storm. Tossing, turning, falling, rolling actions. Sea sick – leaning on partner in different positions.
Week Four	Arrival – Disembark and look for inhabitants – menacing, warlike, fierce – strong movements. Fight sequence – carefully choreographed – action and reaction – no physical contact. One group of children are Vikings other group the inhabitants.
Week Five	Conquerors – Vikings are victorious – set up their own village – effort actions. Two groups then live peacefully together – peasant dance, planting in the fields, etc.
Week Six	Revision/performance.
Music	Creative Dance Tapes Volumes 2 & 3. <i>Ride of Valkyries</i> by Wagner.
Notes	If the topic includes the landing at Lindisfarne, let half the class be the Vikings preparing for sea and with the rest of the class, build sequence of monks working in the fields and in the monastery, then the invasion.

Activity **Dance**

Theme Ideas **Weather/Seasons**

- Week One** Discuss different types of weather – cold, wet, sunny, windy, etc.
Experiment with variety of ideas – movement sequence.
Cold – shivering, shaking, jumping, running to keep warm.
Wet – splashing, jumping in puddles, umbrella actions, sheltering. Sunny – sun bathing, swimming, sweltering, steaming hot.
Windy – blowing, struggling, spinning, twirling, jumping, stormy.
- Week Two** Divide class into small groups – choose a type of weather – make up short movement sequence – use percussion or music. Each group then works in turn.
- Week Three** Revise weather – discuss seasons – match a particular type of weather to a season.
SPRING, the season of growing. What grows? How does it grow? – shapes and levels, e.g. start in low level, under ground, rising, bulb growing into shape of plant/flower.
Name some Spring flowers – match them to a variety of poems.
Divide class into small groups – choose a flower and matching poem.
Each group develops their own movement sequence using their poem.
- Week Four** **SUMMER**, the season of flowers, fruit, fun, frolics, etc. Warm, hot weather!
1) Show a variety of sketches/photographs showing a summer flower. How does it grow? what shape is it? does it grow from seed?
Experiment with movement – rising/sinking, opening/closing, shapes, levels, etc.
Make up sequence individually, then in groups.
2) Choose a particular type of fruit and experiment in a similar way.
3) Choose a particular setting for a sunny day – beach, park, water, etc.
Experiment with a variety of activities – ball games, swimming, building sand castles, etc.
- Week Five** **AUTUMN**, the season of falling leaves, bonfires, wind, shadows, rain, squirrels.
1) Discuss trees – leaves falling – swirling, turning, swaying, leaping, rolling, whirling, Encourage children to make up patterns of movements – use poetry as a stimulus.
2) Wind – travel as the wind – running, jumping, leaping, spinning, etc.
Divide class into small groups – make up a wind dance.
3) Divide class into three groups – trees, leaves and wind.
Trees sway gently, wind becomes stronger, blows leaves from trees.
Leaves end up in large pile and become bonfire – develop with fire theme.
- Week Six** **WINTER**, the season of snow, ice, cold, wind, etc.
1) Jack Frost Dance – see list ‘Jack Frost/Snowman’.
2) Develop outdoor winter scene – effort actions – skating, sledging, skiing, making snowballs, building snowman, etc. Each group works in turn.
- Music** Creative Dance Tapes Volumes 1, 2 & 3.
Time To Dance: Moriel Gidney (Belair Publications).

Activity **Dance**

Theme Ideas **Witches**

Week One	Introductory Ideas
Week Two	Copy Cat (with balance). Walks with balance. Balance with connection – hands/feet. Name game. Discuss Topic.
Week Three	Witches. Twisted, spiked, jagged shapes – build movement sequence. 1) Chant, slap floor, clap hands, slap floor, clap hands, etc. Two shapes – cast a spell – repeat chant. 2) Two side steps to the right (step, close, step, close). Two shapes, tip toe in circle, repeat two side steps and shape.
Week Four	Creeping, crawling, disguised shapes, approaching house. Introduce music. Revise casting a spell – chant – movement sequence – creeping/ crawling. Disguise witches – divide into small groups – connect balance one at a time.
Week Five	Revise previous work using music. In groups witches start to circle house/town/grave, etc. Follow my leader – rolling, creeping, crawling, etc.
Week Six	Circling actions, cast a spell, circling actions. Good Witch circles into centre of circle – bad witches try to cast a spell. Good Witch casts it back on to the Bad Witches – they turn into mice! Repeat whole piece with music.
Music	<i>The Nightmare before Christmas.</i>
Notes	Based on Roald Dahl's <i>The Witches</i> .

Activity **Dance**

Theme Ideas **World War 2**

Week One	<p>Discuss topic. Let class listen to the declaration of War by the Prime Minister.</p> <p>Who was the PM? What date was War declared? Why? What effect did the announcement have on the British nation?</p> <p>Set the scene in a large city: London; Glasgow; Manchester.</p> <p>Divide class into small groups. Choose a building/activity of that era, e.g. War Office – collating material, top secret, cracking codes, etc.</p> <p>Houses of Parliament – declaration of war, political debates, etc.</p> <p>Buckingham Palace – Royal family, preparing for War.</p> <p>Music/Dance Hall – Lambeth Walk, Big Band sound.</p> <p>Factory – workers, patterns of movement, decide on type of factory.</p> <p>House/flat – typical family scene.</p>
Week Two	<p>Divide class into small groups – each group identifies a building as above e.g. palace, flat, etc.</p> <p>Make the shape of building – use counts of 8 – grow into shape.</p> <p>Each group works in turn – then becomes a scene inside the building.</p>
Week Three	<p>Revise building shapes then work on each group sequence – encourage a set pattern that can be repeated.</p>
Week Four	<p>Start with each group frozen – grow into shapes of building – in turn bring building to life and let each group show their sequence.</p> <p>Play the tape of the Declaration of War.</p> <p>Each group decides on a sequence of movements to show their reaction to the announcement.</p>
Week Five	<p>Revise each pattern and decide the sequence of events i.e. which group is working first.</p> <p>Finish with all groups frozen and the sounds of war (air raid sirens, etc.)</p>
Week Six	<p>Sharing day.</p> <p>These ideas could be condensed and the theme of war could be carried further, e.g. scene from the Blitz in London or Clydebank – air raid shelters, bombing, etc. or the soldiers fighting at the Front – the trenches, air fights, escapes from camps, etc.</p>
Music	<p>BBC Tape <i>World War 2</i>.</p> <p>Glenn Miller Orchestra.</p> <p><i>Dambusters March</i> by Coates.</p> <p><i>Hits of the Blitz</i> by Dame Vera Lynn.</p>
Notes	

Activity **Dance**

Aerobic Dance

- One Jog on the spot** (low knees) 16 counts.
- Two Jog on the spot** (high knees) 16 counts.
- Three Side/side jumps** 16 counts.
 2 small jumps to the right (1, 2) (Double beat)
 2 small jumps to the left (3, 4)
 Repeat right. (5, 6)
 Repeat left. (7, 8)
- 1 jump to the right (1) (Single beats)
 1 jump to the left (2)
 Repeat (3, 4, 5, 6, 7, 8)

Forward/back jumps

Repeat whole pattern with forward/back direction.

Four Flick Kicks

Jump on left and kick right foot out, change and kick right foot, change and kick left foot.

(Count: kick right, left, right – 1 + 2 + 3 + 4).

The sequence of Flick Kicks is performed:

On the spot for 4,

Moving forward for 4,

On the spot for 4,

Moving backward for 4.

Five Twisting

Moving to the left – twist (8 counts)

Moving to the right – twist (8 counts)

Jump twist on the spot (8 counts)

Jog round in a circle (8 counts)

Activity **Dance**

Aerobic Dance, cont'd

Six Step – jump – clap

Step to the right side, hop on the right foot and clap.

Step to the left side, hop on the left foot and clap.

Step to the right and turn right round, hop and clap (i.e. right foot, left foot, right foot, hop and clap).

Repeat pattern to the left side.

Repeat whole pattern to the right and left.

Seven Jumping Jacks

Moving in a square pattern but jumping on the spot.

Facing front (4 counts).

Jump feet apart then together – arms up and down.

Facing side (4 counts)

Jog on the spot for 4.

Facing back (4 counts)

Jump feet apart/together – arms up/down.

Facing side (4 counts)

Jog on the spot (4 counts)

Repeat whole pattern.

Eight The full aerobics dance is repeated 3 times.

Taken from: **Dancathon**, Expressive Arts Topic, Glasgow.

Music Any suitable tape/CD.