

Year 1 - Movement to Music

Lesson Plan

Lesson Objective

To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

Lesson 1/6

Equipment Needed

Sound system, music.

Success Criteria

Children can:

- Use fundamental shapes/movements (Jog, jump, hop and balancing)
- Vary how they move depending on what body parts they are using
- Come up with their own movements depending on the instructions

Adapted Learning (Differentiation) (Challenge)

Children work to their own ability.

Cross Curricular Links

Dance and gestures can be linked to topic which you are covering.

Warm Up

Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warm-up song, lead the session by showing moving to the beat of four. This will help with the main activity in the lesson.

Main Activity

The Listening Game:

When you call out 'travel' the children must walk calmly, keeping their arms stuck to the side of their body. Freeze = stop immediately and stay still. Inside = All the children move into the centre circle. Outside = All the children move towards the perimeter of the space you are using. PROGRESSION: Play a variety of different music that range in tempo. As the children move around, they use the music as the stimulus for their movement. (Waterfalls, heavy traffic, race cars etc.).

Move Like A... :

The aim of this activity is to develop the children's ability to move in a range of ways, depending on the stimulus. This can be linked to a topic or allows you to add ideas that the children can later use in their own routines. Play some upbeat music. Each time you call out 'travel' introduce a new stimulus, i.e. - Animals - The children then begin to travel moving to the music as an animal.

Rehearsal Performance:

In groups of four, children form a line and move around the hall (a train). The child at the front decides on the movement and everyone must copy the moves. When the coach shouts change, the front children move to the back of the train, and the new leader chooses how their train moves. PROGRESSION: Leader changes when the music changes, vary the type of music, to get the children moving imaginatively.

Cooldown

Group discussion and Success Criteria.

Key Technical Points

Travelling – In dance refers to when we move from one place to another whilst moving to the music.

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Lesson Plan

Lesson Objective	To perform the basic actions of travelling, jumping, turning, and making shapes	Lesson 2/6
Equipment Needed	Sound system, music.	
Success Criteria	Children can: • Perform basic body actions • Show a range of different body shapes • Move at different speeds and heights • Respond in the correct manner to commands (Inside, outside, freeze, etc.)	
Adapted Learning (Differentiation) (Challenge)	Children work to their own ability.	
Cross Curricular Links	Link to a topic the children are working on in class.	
Warm Up	Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four. This will help with the main activity if the lesson.	
Main Activity	Move Like A... : The aim of this activity is to develop the children's ability to move in a range of ways, depending on the stimulus. This can be linked to a topic or allows you to add ideas that the children can later use in their own routines. Play some upbeat music. Each time you call out 'travel' introduce a new stimulus, i.e. - Animals - The children then begin to travel moving to the music as an animal. Toy Story: In a space, the children lie down when the Coach says, 'Andy's Coming'. Once the coach plays the music the children wake up. And are asked to move around being different types of toys (Buzz Lightyear, Woody., Jessie, Ham, Rex, Mr & Mrs Potato Head, Gabby Doll, Stretch Man etc.). Once all moving, coach calls 'Andy's Coming' where everyone has to lie down on the floor and pretend to be asleep. Create A Dance: Introduce the song "You've got a Friend in Me" by from Toy Story. Get them to listen to the beginning and chorus of the music and discuss what movements can be used at certain parts of the song. Play the song and ask the children to move around whilst listening to the music. Bring together any ideas, and develop them into a routine.	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Canon - Where the group perform the same movement beginning at different times. Unison - Where the group perform the same movement at the same time.	

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Lesson Plan

Lesson Objective	To develop the basic actions of travelling, jumping, turning, and making shapes	Lesson 3/6
Equipment Needed	Sound system, music, dance cards.	
Success Criteria	Children can: • Move confidently and safely in their own and general space, using changes of speed, level, and direction • Move with control • Perform a range of basic movements (Gestures, canon and unison)	
Adapted Learning (Differentiation) (Challenge)	Children work to their own ability.	
Cross Curricular Links	Link to a topic the children are working on in class.	
Warm Up	Musical Corners: Using coloured cones to identify the corners, ask children to dance in the middle of the room, when the music stops, they are to choose a corner, and then the coach will choose a coloured cone to be out.	
Main Activity	The Listening Game: When you call out 'travel' the children must walk calmly, keeping their arms stuck to the side of their body. Freeze = stop immediately and stay still. Inside = All the children move into the centre circle. Outside = All the children move towards the perimeter of the space you are using. PROGRESSION: Play a variety of different music that range in tempo. As the children move around, they use the music as the stimulus for their movement. (Waterfalls, heavy traffic, race cars etc.). Name The Dance – Guess The Stimulus: Split the class into four groups, mixed ability. Each group must pick a stimulus from out of the 'dance hat' (different themes inside the hat (Superheroes, Olympics, Winter, Animals, Robots, space) They must then try and create a dance routine with two gestures (each for four beats). Give each group five minutes to come up ideas then perform each dance to the rest of the class. The other groups must try and guess what their stimulus is! If they guess correctly, then the dancing group get a point. Create A Dance: Develop the song from last week. Get them to listen to the next part of the music and discuss what movements can be used at certain parts of the song. Play the song and ask the children to move around whilst listening to the music. Bring together any ideas, and develop them into a routine.	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Level – Being able to perform simple actions at height or down low.	

Year 1 - Movement to Music

Lesson Plan

Lesson Objective	To move at speed with varying movement patterns	Lesson 4/6
Equipment Needed	Sound system, music.	
Success Criteria	Children can: • Move around looking at changing speed and direction • Move at speed with control • Travel in different ways • Respond imaginatively to a stimulus used	
Adapted Learning (Differentiation) (Challenge)	Children work to their own ability.	
Cross Curricular Links	Children are working imaginatively.	
Warm Up	Musical Corners: Using coloured cones to identify the corners, ask children to dance in the middle of the room, when the music stops, they are to choose a corner, and then the coach will choose a coloured cone to be out. Play music related to the circus, as that is the theme of the day.	
Main Activity	The Ringmaster Says... : When the Ringmaster asks them to do something, the children must move around following that instruction. If the Ringmaster shouts "Stilts" then all of the children must walk as tall as they possibly can. If the Ringmaster shouts "Lion" then all of the children must move around your space on their hands and feet. For "Acrobat" the children must try to hop on the same foot continuously. Coach The Clown: Clowns are the main attraction at the circus, they make everyone happy! For this activity the children start by copying the movements of the Coach, like that of when looking in the mirror. PROGRESSION – Once the children understand how to mirror, split into groups of four. One person takes the role of the Clown and puts together a series of movement that the others in the group must copy. Ask the clown to add together lots of different moves but perform each move more than once. Develop A Dance: Working in same groups as last above the children put together a series of movements that all children can perform. Children will perform the moves at the same time (Unison) one after another (canon) with a series of different movements and gestures. Support the groups by guiding them towards refining their routines. PROGRESSION: Ask the children to work their dance to the beat of four, then adding at least four different gestures.	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Gesture – A movement of part of the body, especially a hand or the head, to express an idea or meaning.	

Year 1 - Movement to Music

Lesson Plan

Lesson Objective	To experiment with different ways of moving	Lesson 5/6
Equipment Needed	Sound system, music.	
Success Criteria	Children can: • Find new ways of moving • Show some idea of rhythm, coordination, expression and creativity • Remember and repeat simple movement patterns	
Adapted Learning (Differentiation) (Challenge)	Children work to their own ability.	
Cross Curricular Links	Dance and Gestures can be linked to topic which you are covering.	
Warm Up	Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four. This will help with the main activity if the lesson.	
Main Activity	Create A Dance: Split the class into groups of four. The groups must create a dance to perform at the end of the lesson. Support the groups by guiding them towards refining their routines and idea's - but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each. Introduce canon and unison and ask the groups to incorporate within their routine. Show the difference with a demonstration. Explain to the children the difference between unison and canon timing, once the children understand this principle ask them to add a canon element. The easiest way to employ canon timing is by numbering themselves. Then one person simply counts out in sequence, the children move when they hear their number. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task. Rehearsal Performance: Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Children can put together everything they have learnt throughout the Unit of Work.	

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Lesson Plan

Lesson Objective	To join set movement patterns and to remember small sequences	Lesson 6/6
Equipment Needed	Sound system, music, stimulus cards (written/typed on card).	
Success Criteria	Children can: • Choose some of the movements they have already explored and use them to make their own movement patterns • Link actions (simple dance routine in pairs or small groups) • Use movements which express ideas, moods or feeling	
Adapted Learning (Differentiation) (Challenge)	Children to work in ability groups to perform dances.	
Cross Curricular Links	Dance and Gestures can be linked to topic which you are covering.	
Warm Up	Stimulus Circuits: This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons.	
Main Activity	Rehearsal: Groups will now rehearse their routines making sure they are working to a regular beat of four, they use elements of canon, unison and have a group gestures. This is the time for them to practice before each group performs at the end of the lesson. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task. Performance: Groups will now perform their routines for the rest of the class. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Children can put together everything they have learnt throughout the Unit of Work.	