

# Year 2 - Movement to Music

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	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	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Sound system, music.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Perform basic body actions and movements</li><li>• Vary how they move depending on what body parts they are using</li><li>• Come up with their own movements depending on the instructions</li><li>• Understand basic ways to travel</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Children work to their own ability.	
<b>Cross Curricular Links</b>	Dance and gestures can be linked to topic which you are covering.	
<b>Warm Up</b>	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.	
<b>Main Activity</b>	<p><b>The Listening Game:</b> 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.).</p> <p><b>Move Like A... :</b> 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.</p> <p><b>Rehearsal Performance:</b> 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.</p>	
<b>Cooldown</b>	Group discussion and Success Criteria.	
<b>Key Technical Points</b>	Travelling - In dance refers to when we move from one place to another whilst moving to the music.	

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<b>Lesson Objective</b>	To perform the basic actions of travelling, jumping, turning, and making shapes	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Sound system, music.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Perform basic body actions</li><li>• Show a range of different body shapes</li><li>• Move at different speeds and heights</li><li>• Retain key information (gestures, canon and unison)</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Children work to their own ability.	
<b>Cross Curricular Links</b>	Link to a topic the children are working on in class.	
<b>Warm Up</b>	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.	
<b>Main Activity</b>	<p><b>Move Like A... :</b></p> <p>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.</p> <p><b>Toy Story:</b></p> <p>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 &amp; 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.</p> <p><b>Create A Dance:</b></p> <p>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.</p>	
<b>Cooldown</b>	Group discussion and Success Criteria.	
<b>Key Technical Points</b>	<b>Canon</b> - Where the group perform the same movement beginning at different times. <b>Unison</b> - Where the group perform the same movement at the same time.	

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EDSTART

<b>Lesson Objective</b>	To develop the basic actions of travelling, jumping, turning, and making shapes	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Sound system, music, dance cards.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Move confidently and safely in their own and general space, using changes of speed, level, and direction</li><li>Move with control</li><li>Respond in the correct manner to commands (inside, outside, freeze etc.)</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Children work to their own ability.	
<b>Cross Curricular Links</b>	Link to a topic the children are working on in class.	
<b>Warm Up</b>	<b>Musical Corners:</b> 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.	
<b>Main Activity</b>	<b>The Listening Game:</b> 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. <b>PROGRESSION:</b> 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.).  <b>Name The Dance – Guess The Stimulus:</b> 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.  <b>Create A Dance:</b> 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.	
<b>Cooldown</b>	Group discussion and Success Criteria.	
<b>Key Technical Points</b>	<b>Level</b> – Being able to perform simple actions at height or down low.	

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<b>Lesson Objective</b>	To move at speed with varying movement patterns	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Sound system, music.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>Move around looking at changing speed and direction</li><li>Vary the movement whilst changing direction and speed</li><li>Perform a range of basic movements (Gestures, canon, and unison)</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Children work to their own ability.	
<b>Cross Curricular Links</b>	Children are working imaginatively.	
<b>Warm Up</b>	<b>Musical Corners:</b> 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.	
<b>Main Activity</b>	<b>The Ringmaster Says... :</b> 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. <b>Coach The Clown:</b> 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. <b>Develop A Dance:</b> 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.	
<b>Cooldown</b>	Group discussion and Success Criteria.	
<b>Key Technical Points</b>	<b>Gesture</b> - A movement of part of the body, especially a hand or the head, to express an idea or meaning.	

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<b>Lesson Objective</b>	To experiment with different ways of moving	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Sound system, music.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Find new ways of moving</li><li>Be creative in how they move around</li><li>Remember and repeat simple movement patterns</li><li>Respond imaginatively to a stimulus used</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Children work to their own ability.	
<b>Cross Curricular Links</b>	Dance and Gestures can be linked to topic which you are covering.	
<b>Warm Up</b>	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.	
<b>Main Activity</b>	<p><b>Develop A Dance:</b></p> <p>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.</p> <p>The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each.</p> <p>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.</p> <p>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.</p> <p><b>Rehearsal Performance:</b></p> <p>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.</p>	
<b>Cooldown</b>	Group discussion and Success Criteria.	
<b>Key Technical Points</b>	Children can put together everything they have learnt throughout the Unit of Work.	

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<b>Lesson Objective</b>	To join set movement patterns and to remember small sequences	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Sound system, music, stimulus cards (written/typed on card).	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Choose some of the movements they have already explored and use them to make their own movement patterns</li><li>Link actions (simple dance routine in pairs or small groups)</li><li>Use movements which express ideas, moods or feeling</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Children to work in ability groups to perform dances.	
<b>Cross Curricular Links</b>	Dance and Gestures can be linked to topic which you are covering.	
<b>Warm Up</b>	<b>Stimulus Circuits:</b> <p>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.</p>	
<b>Main Activity</b>	<b>Rehearsal:</b> <p>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.</p> <p>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.</p> <b>Performance:</b> <p>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.</p>	
<b>Cooldown</b>	Group discussion and Success Criteria.	
<b>Key Technical Points</b>	Children can put together everything they have learnt throughout the Unit of Work.	