

## D26 PAINTING

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Ideally, this dance session should closely follow a painting activity.

Children can be encouraged to remember what they did when they were painting (e.g. *dipping the brush, shaking or wriggling the brush to collect paint on the bristles*).

Children should find a space and practise “jumping into the pot” then shake and wriggle. When they have had time to explore and practise the adult uses a tambourine to structure what they are doing. (*Strong tambourine beat to jump into the pot then shake the tambourine to wriggle the brush.*)

A pattern is established of jump and wriggle x 3.

Children look at some paintings (or their own paintings) and talk about the patterns they can see. They then try to paint the pattern on the floor with their feet (*this can involve walking, tip-toeing or controlled running without bumping into each other. Markers on the floor will help encourage safe moving.*)

Children practise joining the two sets of movements together i.e. jump and wriggle x 3 and painting patterns on the floor with their feet.

They repeat the dip and shake x 3 pattern (*to change the colour of their paint*) and then paint big curving patterns in the air with their hands (*sometimes high and sometimes low - stretch to make the shapes very large.*)

As children practise to the music they will gradually be able to perform and complete the dance. (*To enhance the imagination and create a starting and finishing position children could “stand tall and thin like a paintbrush” to start the dance and could finish by lying down long and thin “like a paintbrush we have put down”.*)

### Dance framework

- stand tall and thin
- jump and shake x 3
- paint a pattern on the floor with your feet
- jump and shake x 3
- paint a pattern in the air with your hands
- lie down long and thin.

(Initially the two periods of “painting” could be the same e.g. painting patterns on the floor with their feet and then gradually be developed to the final framework. When confident, this can be developed with a partner and follow-my-leader to paint.)

Accompaniment - TRACK 30 “Painting”.

