

## DANCE No. 5 - AUTUMN LEAVES

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### LEARNING OBJECTIVES

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#### Children should learn to:-

- rock from side to side
- recognise and use “light” movements
- understand and use high and low movements
- draw long, winding pathways in the air

### DANCE FRAMEWORK

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- (a) grow into a leaf shape
- (b) rock eight times from side-to-side then run and jump away (*the wind blows the leaf from the tree*)
- (c) float and flutter with hands and arms leading in a long, winding, curving and swirling pathway down to the ground. (*The leaf flutters and falls gently to the ground*)
- (d) settle on the ground in a “leaf” shape.

4 - 5 YEARS (Reception) Music - No.9 - “Autumn Leaves”

### POSSIBLE LINKS WITH EARLY LEARNING GOALS

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Obviously, the focus of any dance lessons will be on creative and physical development. However, the nature of activity will also encourage overlap into other areas. The practitioner will choose to emphasise other links as appropriate.

#### **Creative:**

Respond in a variety of ways to seeing, touching and discussing autumn leaves. Express and communicate their feelings.

#### **Physical Development:**

Show an awareness of space - drawing long, winding patterns in the air. Move with confidence, imagination and in safety.

#### **Knowledge and Understanding of the World:**

Find out about and identify which leaves turn yellow and red and fall to the ground in autumn.

#### **Mathematical Development:**

Use language to discuss the different shapes of leaves. Count to eight “rocking” movements.

#### **Communication, Language and Literacy:**

Show an understanding of the sequence of events on growth of trees.

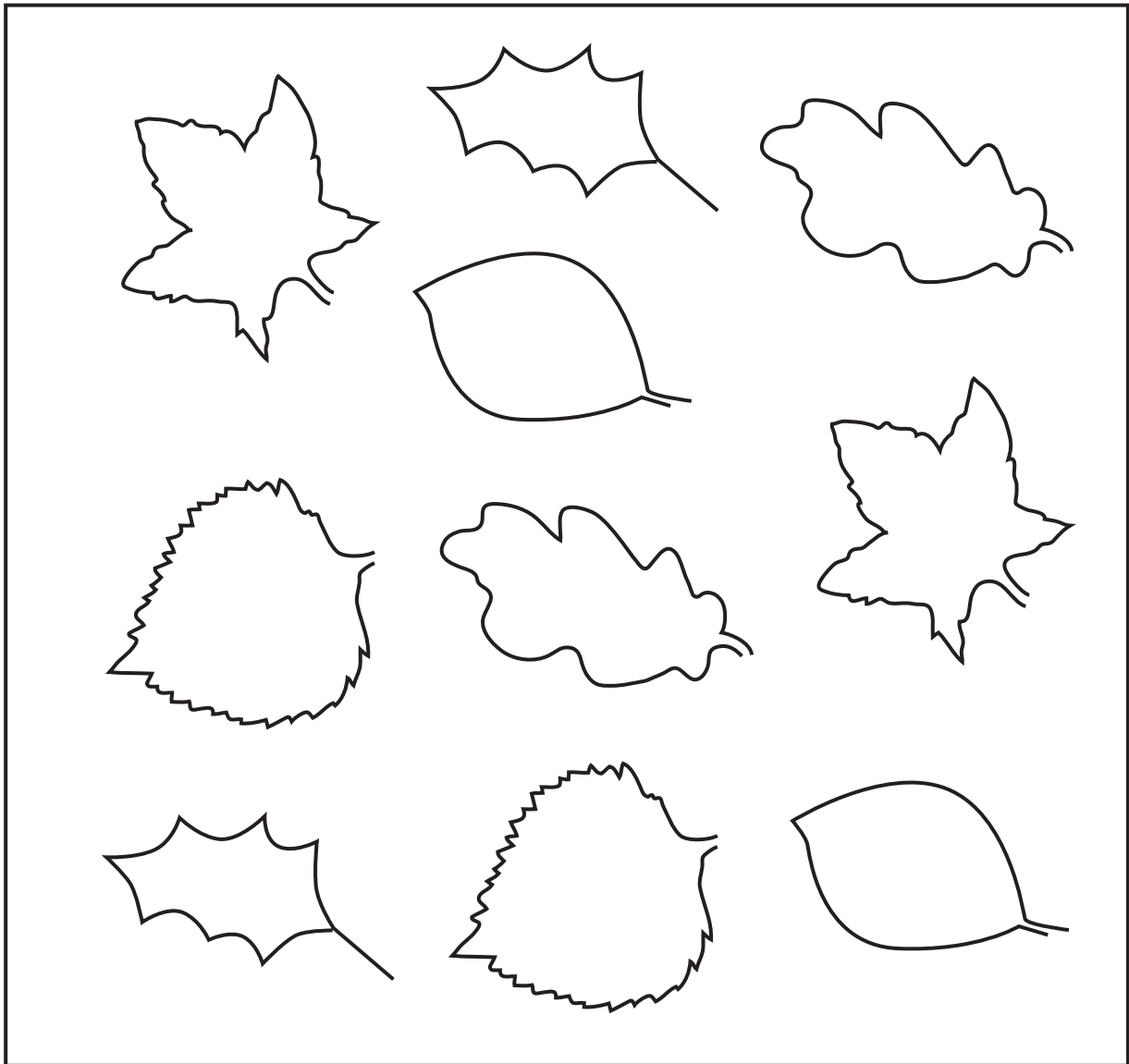
#### **Personal, Social and Emotional:**

Work as part of a group or class, taking turns to talk about autumn leaves.

## AUTUMN LEAVES - Ideas for Stimuli and Related Activities

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- (1) Cut out large leaf shapes from brown paper.  
From a supply of magazine pictures, children tear up into small pieces all the autumnal shades. Children stick the coloured pieces of paper to the leaf shapes to make autumn leaves.
- (2) Talk about – how leaves change colour.  
what colours are autumn leaves?  
leaves are dry and “crunchy” – make a noise when the shuffle through them. Try to identify common leaves.
- (3) Can you find a pretty coloured leaf that has fallen to the ground and bring it to school? Talk about your leaf- where did you find it?  
what colour is it?  
what tree did it come from?



- (4) Colour the two matching leaves the same and then draw a line to join them together. Do this with all 5 pairs – each pair must be a different colour.  
(Master A4 sheet in appendices page 229)



## AUTUMN LEAVES

## Starting Activity

- (i) *(Ask the children to sit close to you and look at some leaves which have fallen from the trees. Encourage children to talk about their shape and colour)*
- (ii) When leaves die and fall from the tree, they **flutter** gently to the ground. Can you make your fingers flutter from high above your head, all the way down to the ground? *(Children remain sitting and try this several times.)*
- (iii) Leaves also **float** gently to the ground – make your arms really light and float them gently through the air until they settle on the floor - make them go on a “long journey”



## Exploration and Development

- (i) Stand in a space. Start with your hands high above your head and gently float them all the way down to the ground. *(Practise this several times with a shaking tambourine and emphasise lightness.)*
- (ii) Make your hands take a really long winding journey to reach the floor.
- (iii) Travel about the room with small, quick, light steps *(repeat several times)*.
- (iv) Make your whole body feel light and lift your head and arms up high. Now float about the room with your hands and arms making you go high, low and turn. Take a long time to float to the ground. *(Accompany with a tambourine so that children move within a time limit and look at demonstrations of children performing well.)*
- (v) Float, and flutter your fingers when you move, just like a leaf falling to the ground.
- (vi) *(Remind children about the leaves they saw at the beginning of the lesson)* Make the shapes of a leaf with your bodies. *(Give children time to experiment and then look at ideas. Point out that the leaf shape could be close to the ground or high up in the air.)* Show me a leaf shape which is high up in the air - on the tree.
- (vii) Make your body rock from side to side like the wind rocking the leaves. *(Encourage children to have tight bodies and control their rocks as the weight passes from one foot to the other.)*
- (viii) Rock 8 times then run and jump away into the air - just like a leaf being blown off a branch. *(Let children experiment with jumps and then accompany them with a tambourine to go through the movement phase x 2)*



## Making a Dance

- (i) (a) Grow into a leaf shape.
- (b) Rock 8 times from side to side and jump away.
- (c) Float and flutter with hands and arms leading you in a long, winding pathway to the ground.
- (d) Settle on the ground in a leaf shape.



*(Try the movements in sequence with voice and tambourine accompaniment then listen to the music so children can identify the music which accompanies each phase of the dance.)* Practise the dance to music. Ask the children to express how the music and the dance made them feel.



## Concluding Activity

Make a leaf shape on the floor and be very quiet and still. Those in a long leaf shape, stand up quietly and tip-toe to the door. Everyone else stand up and tip-toe quietly to the door.