

DANCE No. 16 - STREAMERS

LEARNING OBJECTIVES

Children should learn to:-

- make rounded, wide and thin shapes with their bodies
- draw rounded and spiky shapes in the air
- move in different directions and high and low
- travel rhythmically on feet, hopping and skipping

DANCE FRAMEWORK

- (a) Hold a wide / thin ball shape with streamer gently fluttering.
- (b) Move about the room fluttering, soaring high, sweeping low.
- (c) Freeze in a shape with streamers still.
- (d) Travel about the room bouncing, hopping, skipping and turning.
- (e) Freeze in a wide shape with streamer still.

Music - Track 1 "Streamers"

EXPECTED LEARNING OUTCOMES

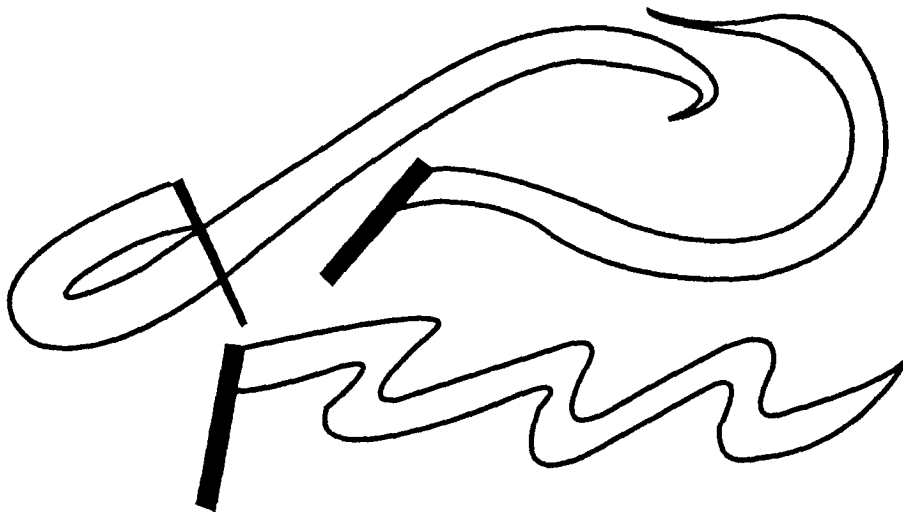
By the end of the dance most children will be able to:-

- acquire and develop specific skills to show different shapes and levels
- remember and repeat movements, phrases and patterns
- observe each other dancing and describe what they see
- use appropriate vocabulary.

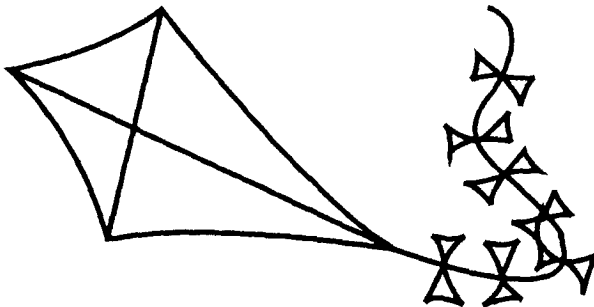
STREAMERS - Ideas for Stimuli and Related Activities

- (i) Instead of using scarves, children can make their own streamers and use them when they dance. Take some lengths of old net curtains and cut them carefully into strips, approximately 10 cm wide. Cut enough strips for each child. (*Children can dance using just the pieces of cut net curtain.*)

To complete a "professional" streamer (*as used by rhythmic gymnasts!*) take some pieces of dowling, approximately 25 cm long – one for each child. Encourage children to help construct the streamers by gluing the net firmly to the ends of the dowling pieces, wrapping each one around the stick two or three times to secure the streamers.



- (2) Make a beautiful kite with a long streamer for a "tail".



Paint the kite shape with vivid patterns or stick on a range of collage pieces. Make a long string tail with coloured pieces of paper and ribbon decorating it. Fix the kite to the wall and loop the tail in an interesting shape.

- (3) Each child wears a coloured ribbon or band.

- (i) They move about the room as they wish, when you call out their colour, they freeze or sit down. Change the game by travelling in different ways e.g. hop or skip and by changing the pace at which they move e.g. fast, slow.
- (ii) They sit in a circle, when their colour is called they run round the circle and back to their places. (*Great emphasis should be placed on ensuring that children are all running in the same direction around the outside of the circle.*) Extend the game by changing the way they travel.
- (iii) They move about the room, but when their colour is called, they must find a partner wearing the same colour.

YEAR 1 UNIT 1 STREAMERS (1)

LESSON 1



Starting Activity



- (i) Sit in a space and draw this shape/letter with your hand (*hold up a card with "O" on it*).
- (ii) Stand up and show me how big you can make the "O".
Can you use the other hand? Can you use two hands?
- (iii) Travel about the room and draw the biggest "O" that you can in the air. (*Go through the same process with a "W" shape - prop the cards up where the children can see them as they are moving.*)

Exploration and Development

(Each child is given a light silky scarf, cut strips of net curtain or crepe paper streamers)



- (i) Can you now draw much bigger shapes in the air with your streamers? (*Take out demonstrations and encourage children to make positive comments about them*).
- (ii) Try drawing your **own** shapes in the air.
(*Take out demonstrations and let children experiment with different shapes – help them recognise they can travel in different directions when drawing their shapes – i.e. sideways and backwards. N.B. When travelling backwards, do it slowly and look over your shoulder so you can see where you are going.*)



- (iii) Stay in your own little bit of room and show me how you can flutter your streamer in different ways (*eg. above the head, close to the ground, turning round on the spot in front of them, behind them etc*).



- (iv) Now can you move about the room and flutter your streamer in lots of ways using commentary to remind them of the different areas and turning as above?
- (v) Can you stretch your arms and make the streamers soar high into the air and then sweep down low to the ground?

Making a Dance



- (i) When I put the music on, show me all the ways we have made our streamers move today. (*Let children move with no further instruction*)
- (ii) Remember the different shapes we can make with our bodies - wide, thin and curled. Choose a shape and hold it very still.
(*Draw attention to the unusual shapes and everybody tries again.*)
- (iii) Hold your shape and gently flutter your streamer - when the music starts, show me all the different ways we have made the streamers move today - freeze in a favourite shape with your streamer still.
 - (a) Wide/thin/ball shape with streamer gently fluttering.
 - (b) Move about the room, fluttering, soaring high, sweeping low and turning.
 - (c) Freeze in a shape with streamer still

Concluding Activity



- (i) Put your streamer on the floor, and then lie quietly on the floor in the same shape as your streamer - lie quietly for a few seconds.
- (ii) All those who are in a round or curly shape, quietly pick up your streamers, bring them to me, then tip-toe to the door. Everybody else quietly pick up your streamers, bring them to me, and quietly tip-toe to the door.

YEAR 1 UNIT 1

STREAMERS (2)

LESSON 2



Starting Activity



- (i) Walk in and out of each other without bumping - STOP like a statue.
(Repeat several times, reminding children that they need to have strong, tight bodies)
- (ii) Creep on tip-toe quietly in and out of each other without bumping - STOP.
(Repeat several times)
- (iii) Run on toes with knees high in the air - STOP
(Percussion and voice accompaniment for all these activities)

Exploration and Development



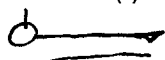
- (i) Take a streamer each and practise using it on your own – remember what we did last lesson.
- (ii) Remember your dance to music *(give a running commentary to help children remember – perform it through to music.)*
- (iii) Can you travel about the room in a bouncy way?
(Let children experiment with different ways but take out to practise and develop two-footed bouncing, hopping and skipping – try different directions.)
- (iv) Sometimes travel with your arms and body high and sometimes with them close to the ground. *(Let children experiment with how they use their arms and stretch and curl their bodies. Take out demonstrations of those who are doing it well and let everyone copy and experiment further.)*
- (v) How high can you jump into the air? Use your arms to help you and swing your streamer up into the air.
- (vi) Can you jump into the air and make a wide shape or a **thin** narrow shape? *(Look at demonstrations and encourage children to observe and make positive comments.)*
- (vii) Make an interesting shape and hold your streamer very still.
(Wide, thin or ball shapes. Show some of the children's shapes.)
- (viii) Hold your shape and streamer very still. When I start to beat the tambour jump high into the air then bounce, hop, skip and turn about the room – then **freeze**.



Making a Dance

- (i) *(Listen to the music all the way through and identify what the music tells you.)*
 - (a) Hold a wide/thin or ball shape with streamers gently fluttering.
 - (b) Move about the room, fluttering, soaring high, sweeping low and turning.
 - (c) Freeze in a shape with streamer still.
 - (d) Travel about the room bouncing, hopping, skipping and turning.
 - (e) Freeze in a wide shape with streamer still.*(Perform the dance at least twice)*

Concluding Activity



- (i) Put your streamer on the floor in a long, thin shape then make a long, thin shape beside it with your body. Hold the position very still and very quiet.
When I come and touch you, pick your streamer up and tip-toe to the door.