

## DANCE No. 32 - WORDS AND WORD MESSAGES

### LEARNING OBJECTIVES

#### Children should learn to:-

- respond to a different type of stimulus - flash cards.
- use their understanding of the basic dance skills to select appropriate ones for the dance idea.
- work co-operatively in pairs or small groups.
- change and vary actions.
- look critically at their own and others work to recognise what is good and what could be improved.

### DANCE FRAMEWORK

**Lesson 1** - Flash cards are arranged in this order -BOUNCE - FREEZE - MELT and children create their own dance phrase.

**Lesson 2** - Flash cards are arranged in this order STRETCH - FLOP - FLOAT and children create their own dance phrase.

**Lesson 3** - Children select and arrange their own flash cards and create their own dances. They should have a clear beginning and ending.

(Silence, voice or percussion may be used as an accompaniment)

### EXPECTED LEARNING OUTCOMES

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

- know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea
- move with co-ordination and control and work co-operatively in a pair or small group.
- choose appropriate movements in order to create short phrases and simple structures.
- observe and describe dance phrases and expressive qualities.

## WORDS AND WORD MESSAGES – Ideas for Stimuli and Related Activities.

- (1) In lesson 3 each group of 3 is provided with a sheet of words (*master in appendices*) They separate the words with scissors, and colour them if they wish, and then re-arrange them to form their “word message”. They dance their interpretation of the “message”.
- (2) Can you think of any other words which suggest an action. Can you draw the word so it “shows” the type of action it is?

FREEZE

BOUNCE

FLOAT

MELT

FLOP

SPRITCH

# YEAR 2 UNIT 3

## WORDS AND WORD MESSAGES (1)



## LESSON 1

### Starting Activity

- (i) Can you travel anywhere in the room on balls of feet and STOP when you hear me strike the tambourine (*repeat several times – the moving can be running, bouncing, hopping, skipping etc.*)
- (ii) Lets do the same thing but this time I am going to call STOP instead of striking the tambourine. (*Repeat several times*)
- (iii) What other words could I use to signal for you to stop? Encourage children to use different words e.g. halt, stop, freeze etc. and try them out with the children. Finally use the word “freeze”.



### Exploration and Development

- (i) (*Hold up the flash card FREEZE*) What does this mean? (*Strong, tight bodies, not moving, strong like ice etc. – spiky shapes.*)

- (ii) Lets try moving about the room again and every time I call **FREEZE** and hold up the card, **FREEZE** in a different spiky position – hold it very still. (*Repeat travel and freeze several times and show demonstrations of freezing with their weight on different parts of their bodies, bottom, tummy, knees etc.*)



- (iii) What is this word (*hold up MELT*) what does it mean? (*Encourage children to describe what “melt” means.*) We can melt a **little** just enough to make us ready to move again or we can melt right down to the floor. Slowly and smoothly melt down to the floor. (*Repeat this several times to emphasise slow, smooth movement.*) Can you slowly move one part of your body at a time until you melt into a puddle on the floor.



- (iv) Let's change the travelling to bouncing in different ways. (*Show flash card BOUNCE*) Good, I can see someone skipping and others bouncing on one foot and two feet.



- (v) Can you bounce around the room two feet? (*Forwards and backwards, side to side, turning around on the spot etc. Show demonstrations and repeat.*)

- (vi) Can you hop and skip? (*Knees high and toes down for skipping, free foot behind for hopping*) I will beat out 32 beats on the tambour/tambourine and will you compose a bouncing dance to the beat. (*Repeat the 4 x 8 phrase several times to allow children to repeat and remember.*)

### Making a Dance

- (a) Call the children up and arrange the flash cards into this order.  
BOUNCE - FREEZE - MELT
- (b) This is the dance you are going to make up. I will help you by beating out the 32 beats, then I'll roll up the FREEZE card. Freeze will allow interesting shape. (*Practise several times*)
- (c) Bounce, freeze and then I will hold up the MELT card and you very slowly and smoothly melt down to the floor. (*Could repeat freeze and melt if children thought it made a better dance.*)



- (d) Practise the dance through several times and make sure that children hold a neat starting position.

### Concluding Activity

(*Have ready three different flash cards. TALL – SMALL – CREEP.*) Stand in a space and respond to the cards with actions (*show tall and small several times*) then finally CREEP to the door!

## YEAR 2 UNIT 3 WORDS AND WORD MESSAGES (2)



## LESSON 2

### Starting Activity

- (i) Look at the flash cards from last lesson – discuss what happened and how we used the cards, then ask the children to dance the phrase as you show the cards.  
(Repeat the dance.)

### Exploration and Development

- (i) Hold your hands in a loose fist – now slowly begin to stretch the fingers outwards until they are really stretched and wide – can you feel how tight and strong they are? Now flop them loosely back into a curled shape. (Repeat this several times and show the flash cards.)



- (ii) Can we do this with our bodies instead of our hands. Move into a space and slowly and smoothly stretch into an extended, balanced position. Suddenly relax your muscles and flop back down again. (Repeat several times – SLOW STRETCH – FAST FLOP!)



- (iii) Do you always have to balance and stretch your **feet**? (Discuss which body parts can take weight - small parts and large parts and remember to emphasise the stretch and body tension by asking children to stretch **away** from the parts of the body which are taking weight – this will improve quality.)



(Practise stretching and flopping and look at demonstrations of good movement. Hold the stretch for at least “ 100... 200...” before flopping.)

- (iv) Work with a partner. Can you make an even greater stretched position if you stretch with a partner. Make contact with your partner and stretch away from each other. (Encourage children to try mirrored stretches and stretches where children are on different levels and different shapes.)



- (v) Practise your favourite partner stretch and flop.

- (vi) (Hold up the card FLOAT) Dance this word – don't tell me what it means – **show** me. (Soft floating movements – sometimes arms leading, sometimes elbows leading making curving twisting pathways in the air and on the floor. Pick out and practise different points to bring out quality. Keep the movements light and flowing – children dance individually.)



### Making a Dance

- (i) Bring the children up close and look at the flash cards arranged as STRETCH - FLOP - FLOAT
- (ii) Start with a partner in a space – practise your favourite stretch and flop, then float away from each other and about the room. (Children can accompany themselves with words if they need to – e.g. **S t r e t c h** ..... **flop!** – it will help with timing.)
- (iii) For timing, children respond to the cards being raised by the teacher.
- (iv) At the moment there is no neat finish to the dance. How might we finish it? (Suggestions may include slowly floating into a position to hold it still or someone might suggest FLOP. After discussing, and trying any ideas, use the flash card FLOP to finish.)

### Concluding Activity



Use the cards TALL, SMALL, CREEP as for the last lesson but add another “CREEP”. Discuss how we added or changed a card in the dance and how could we arrange these cards to take us out of the room? e.g. SMALL CREEP, TALL CREEP.