












JUMPING JOAN




Starting Activity

- (i) Travel around hall in time to beat played on tambourine, listening out for changes in rhythm from walking to running to skipping.
- (ii)  (Play slower striding rhythm and ask pupils what sort of movement could accompany it.) Stride round the hall with giant-like steps in time to rhythm played on tambourine.
- (iii) Alternate between walking, running, skipping and striding, listening for changes in rhythm.
- (iv) STOP! (Stop and freeze to loud bang)
SHAKE IT ALL OUT! (Shake all parts of the body)
- (v)  (call out in succession...)
- | | |
|-----------------|--------------------------------------|
| TALL AS A POLE | (stretch up high) |
| SMALL AS A BALL | (curl up small) |
| WIDE AS A SMILE | (stretch arms and legs out to sides) |
| THIN AS A PIN | (make yourself thin) |
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Exploration and Development

-  (i) Everyone clap in time to the music. - **Track 13**
- 13**  (ii) As a class, choose three actions starting with clapping and change to next action after each 8-bar phrase. - **Track 13**
-  (iii) Standing in a space, this time clap and jump on every fourth beat of the music – **Track 13**
-  (iv) Now jump-twist from side to side on every first and third count (i.e. jumping on the spot but twisting the hips)
-  (v) Find a partner, hold both hands and try jumping and twisting from side to side together (i.e. both twisting to their own right then left while holding hands.)

Making a Dance - Jumping Joan - Track 14

-  **14**  **A1** In a space, face a partner and walk forwards and back for 4 beats passing right shoulders, jumping and clapping on the fourth beat. Repeat passing left shoulders.
- B2** Face partner and jump-twist turning to the right, left, right and left followed by a swing.
-  **C1** Join hands with your partner (if hands are crossed they can go straight into a crossed-hand swing) and jump-twist turning right, left, right and left and then swing.

Teacher's Notes

Try this in longways set formation i.e. line of boys facing a line of girls, standing opposite a partner. Alternatively try it in circle formation (i.e. two concentric circles, boys with their backs to the middle.)

Concluding Activity

Watch each others' dances – comment on how well the formations are retained throughout the dance.