



Starting Activity

- (i) Begin in a space and listen to the music from last week. Practise and try to use the same travelling activities to warm up but do this whilst travelling in on **curving pathways**. (Track 2)
- (ii) On the word "PAUSE", stop and begin to **slowly** stretch and curl in your own space, before moving on again. (still to Track 2)



Exploration and Development

- (i) Can you remember the travelling and jumping work composed during the last lesson? Respond to the music and practise and remember what you did? (Track 4)
- (ii) (Introduce the new word for the lesson - **Turning**. Lead children through the **exploration** of this action - Reference "The Language of Dance" page 16)



- Explore different ways of turning **high** – and then **low**.
- Can you **slow down** your turns - and then speed them up?
- Can you turn on different parts of the body?
(e.g. hips; front or back of the body or roll)



- Try travelling whilst turning. (e.g. close to the ground or far away)



- Can you do a turning jump? (Suggest trying different combinations of take-off and landing as explored last lesson)

(Look at demonstrations of different ideas for each of the tasks and practise to improve them)

Making a Dance

- (i) Listen to the music on **Track 6** and **identify** the "turning" section in it.
- (ii) Begin in a space. Move about the space and **respond** to the changes in the music with appropriate changes of actions. (e.g. travelling; jumping patterns; turning actions)
- (iii) Stand with a partner. "A" performs their action dance in response to the music whilst "B" observes the dance. (Track 6)

("B" observes the dance and should be able to describe the **turning** actions that "A" chooses to use.)

(Reverse the roles – "B" performs and "A" observes the dance and should be able to describe the jumping pattern.)

Concluding Activity



- (i) Find a space and perform some stretching and curling shapes of your own choice. (Encourage children to respond to the quality of the music and perform in a smooth and sustained way.) (Track 5)