

DANCE 4 - 7 YEARS (RECEPTION AND KEY STAGE 1)

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MUSIC FOR DANCE RECEPTION AND KEY STAGE 1

There are 49 specially recorded pieces of music to accompany this manual on three CDs.

4 - 5 YEARS (Reception)

Track

- | | | | | |
|----|---|--------------|---|--|
| 1 | - | Dance No. 1 | - | Stars in Space |
| 2 | - | Dance No. 2 | - | Rabbits |
| 3 | - | Dance No. 3 | - | Follow my Feet:
Giant Strides and Fairy Steps |
| 4 | - | Dance No. 3 | - | Marching and Skipping |
| 5 | - | Dance No. 3 | - | Creeping and Galloping |
| 6 | - | Dance No. 3 | - | Sad and Happy |
| 7 | - | Dance No. 3 | - | Angry and Calm |
| 8 | - | Dance No. 4 | - | Hickory Dickory Dock |
| 9 | - | Dance No. 5 | - | Autumn Leaves |
| 10 | - | Dance No. 6 | - | Icicles and Water |
| 11 | - | Dance No. 7 | - | Mr Jelly and Mr Strong |
| 12 | - | Dance No. 8 | - | Wriggling William |
| 13 | - | Dance No. 9 | - | The Angry Elephant |
| 14 | - | Dance No. 10 | - | Blowing Bubbles |
| 15 | - | Dance No. 11 | - | Dinosaurs |
| 16 | - | Dance No. 12 | - | The Shaking Puppet |
| 17 | - | Dance No. 13 | - | The Scarf |
| 18 | - | Dance No. 14 | - | Painting a Picture |

**Music arranged and performed by:-
Lincoln Noel and Neil Shepherd**

5 - 6 YEARS (Year 1)

Track

- 1 - Dance No. 16 - Streamers
- 2 - Dance No. 17 - Conkers
- 3 - Dance No. 18 - Playing with a Ball
- 4 - Dance No. 19 - March March March (dance 1)
- 5 - Dance No. 19 - March March March (dance 2)
- 6 - Dance No. 20 - Jack and the Beanstalk
- 7 - Dance No. 21 - Fog and Sunshine
- 8 - Dance No. 22 - Washing Day
- 9 - Dance No. 23 - Handa's Surprise
- 10 - Dance No. 24 - The Rainbow Fish

Music arranged and performed by:-

Jacob Grant, Lisa Kegan and Winston Samuels

6 - 7 YEARS (Year 2)

Track

- 1 - Dance No. 26 - The Cat
- 2 - Dance No. 27 - Balloons
- 3 - Dance No. 28 - Reach for the Stars
- 4 - Dance No. 29 - Friends
- 5 - Dance No. 30 - Bubbles
- 6 - Dance No. 31 - Shadows
- 7 - Dance No. 33 - Three Little Pigs
- 8 - Dance No. 34 - A 32 Bar Jig (a)
- 9 - Dance No. 34 - A 32 Bar Jig (b)
- 10 - Dance No. 34 - Copy Cat
- 11 - Dance No. 35 - This Old Man
- 12 - Dance No. 35 - Pat-A-Cake Polka
- 13 - Dance No. 36 - A 24 Bar Jig
- 14 - Dance No. 36 - Jumping Joan
- 15 - Dance No. 37 - A 32 Bar Jig
- 16 - Dance No. 37 - Elsdon Circle Dance
and Dance No. 38 - Anything Goes
- 17 - Dance No. 39 - Part of Galopede
- 18 - Dance No. 39 - "C" Part of Galopede
- 19 - Dance No. 39 - Galopede
- 20 - Dance No. 40 - A 32 Bar Jig
- 21 - Dance No. 40 - Circassian Circle

Music arranged and performed by:-

Jacob Grant, Lisa Kegan, Carolyn Robson and Winston Samuels

DANCE No. 5 - AUTUMN LEAVES

LEARNING OBJECTIVES

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

- (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

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:

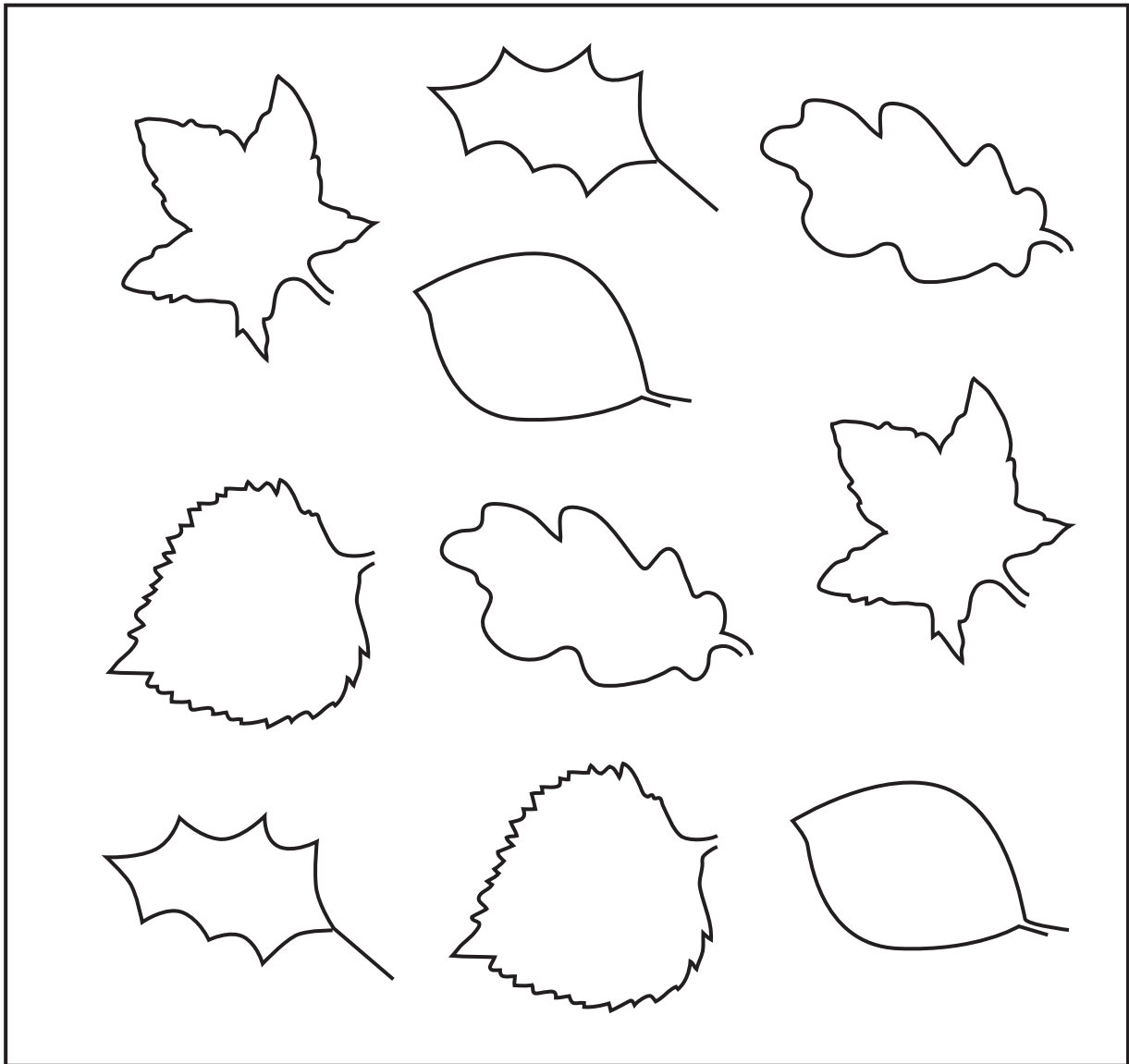
Show an understanding of the sequence of events on growth of trees.

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

- (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.

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.

5 - 6 YEARS (*Year 1*) 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.

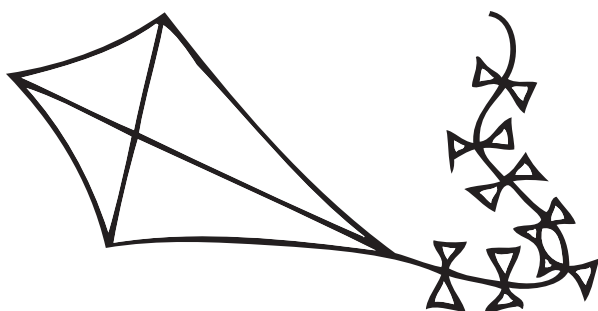
STREAMERS - Ideas for Stimuli and Related Activities

- (1) 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.
- Resources - page 239




STREAMERS (1)

Starting Activity



- (i) Sit in a space and draw this shape/letter with your hand (*hold up a card with "0" on it*).
-  (ii) Stand up and show me how big you can make the "0". Can you use the other hand? Can you use two hands?
- (iii) Travel about the room and draw the biggest "0 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 (*e.g. 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.

STREAMERS (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.
-  **1** (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. it bodes. 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

-  **1** (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.

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 pages 254-255*) 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

STRETCH






WORDS AND WORD MESSAGES (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!



WORDS AND WORD MESSAGES (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. **Stretch 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.

6 - 7 YEARS UNIT 4 - (Year 2)

LEARNING OBJECTIVES FOR THE UNIT

Children should learn to:-

- copy and perform simple movements/rhythmic patterns.
- understand that dance plays an important part in other cultures.
- recognise that dances have changed throughout history
- understand that dance is active and that changes will occur in their bodies.
- change and vary their actions.

DANCES

- (34) COPY CAT page 217 (1 lesson)
(35) PAT-A-CAKE POLKA page 218 (1 lesson)
(36) JUMPING JOAN page 219 (1 lesson)
(37) ELSDEN CIRCLE DANCE and ANYTHING GOES page 220 (1 lesson)
(39) GALOPEDE page 221 (1 lesson)
(40) CIRCASSIAN CIRCLE page 222 (1 lesson)

Music

Music is identified by this symbol:-  with the track number in the circle

EXPECTED LEARNING OUTCOMES FOR THE UNIT




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

- demonstrate different rhythms and rhythmic patterns
- repeat and remember the rhythms and patterns
- demonstrate the ability to perform them in different formations
- perform whole dances which have a simple structure
- demonstrate the ability to take the time to try different movements
- observe each other dancing and identify and describe the different actions, relationships, formations, and quality of performance.
- understand and talk about contrasting dynamic elements.








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) |
- 

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.