

# DANCE - 8 - 11 YEARS (KEY STAGE 2)

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## **7 - 8 YEARS - YEAR 3**

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- 1 Writing in the Air

### **THE LANGUAGE OF DANCE**

- 2 "Change Step"
- 3 "Jump and Bounce"
- 4 Travel and Jump
- 5 Stretch and Curl
- 6 Travel, Jump and Turn
- 7 Abstract Dance
- 8 Humorous – Gesture

### **THE EXPLORERS**

- 9 "Brisk Walk"
- 10 "Funky" Warm Up
- 11 Jog and Jump
- 12 Climbing The Hill
- 13 Climb and Survey
- 14 Running Down
- 15 Journey Over Land
- 16 Journey Across The Sea
- 17 "Rocking"
- 18 Launch and Journey
- 19 On The Moon
- 20 Journey Into Space
- 21 Journey Over Land
- 22 Journey Across The Sea
- 23 Journey Into Space

### **THE HORNPIPE**

- 24 Hornpipe

### **THE EAGLE AND THE FISH**

- 25 Circling and Travelling
- 26 The Eagle
- 27 The Fish
- 28 Dancing Together
- 29 Journey
- 30 The Eagle and the Fish

### **MECHANICAL PROGRESS**

- 31 Sounds of Ibiza
- 32 Winding Cogs
- 33 Mechanical Clock
- 34 Simple Machine
- 35 Group Machine – Breakdown
- 36 Mechanical Progress
- 37 Move and Stop

### **THE HUMAN ENGINE**

- 38 The Heartbeat

**Music arranged and performed by:-**

**Darren Lee, Laura Whittle Amy Whittle, Jacob Grant**

## **8 - 9 YEARS - YEAR 4**

### **THESE SHOES ARE MADE FOR WALKING**

- 1 Basic Walk
- 2 Walk Together
- 3 These Shoes Are Made for Walking

### **GIRAFFES CAN'T DANCE**

- 4 Elegant Eating
- 5 Unsteady
- 6 Elegant and Unsteady
- 7 The Jungle Dance
- 8 Sadness
- 9 Dance at Last
- 10 Giraffes Can't Dance

### **INCOGNITO**

- 11 African Rhythms

### **ELECTRICITY**

- 12 "In Gear"
- 13 Going Down a Gear
- 14 Circuit Patterns
- 15 Electricity Flow
- 16 Light Going On/Off
- 17 Irish Jig
- 18 Electricity Dance

### **SNOOKER CHAMPIONSHIP**

- 19 Brazilian Rhythm
- 20 The Game Begins
- 21 Colliding and Rebounding
- 22 Snooker Cue
- 23 Snooker Cue and End Game
- 24 Snooker Championship
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- 28 Playing the Game
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- 32 Musical Statues

**Music arranged and performed by:-**

**Darren Lee**

**Amy Whittle**

**Jacob Grant**

# MUSIC FOR DANCE 8-11 YEARS (KS2)

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## **9 - 10 YEARS - YEAR 5**

### **RUBBISH**

- 1 Start Up
- 2 Crushing Rubbish
- 3 Transporting Rubbish
- 4 Crushing and Transporting
- 5 Recycling Process
- 6 Calm Endings

### **WHAT A CARD**

- 7 Short and Bouncy
- 8 African Rhythm
- 9 "Shuffle and March"
- 10 Dealing the Cards
- 11 Rearrange the Hand
- 12 Deal and Re-arrange
- 13 Fan and Throw
- 14 A Game of Cards
- 15 What a Card

### **WORD POWER**

- 16 Mexican Rhythms
- 17 Walk, Rise and Fall

### **CITY LIFE**

- 18 Ibiza Rhythms
- 19 Busy Streets
- 20 The Bus Queue
- 21 "Graffiti"
- 22 "Tube Journey"
- 23 "City Life"
- 24 Winding Down
- 25 Lighter Winding Down
- 26 Ethereal

### **PLEASED TO SEE YOU**

- 27 Pleased to See You

### **VOLCANOES**

- 28 Move It
- 29 "Funky" Walk!
- 30 Patterns

### **PUNCH AND WRESTLE**

- 31 Sounds From Brazil
- 32 Warm Up and Circling
- 33 Punching
- 34 Wrestling
- 35 Complete Fight
- 36 Punch and Wrestle

**Music arranged and performed by:-  
Darren Lee, Amy Whittle**

## **10 - 11 YEARS - YEAR 6**

### **WORLD OF SPORT**

- 1 Game Warm-up
- 2 Haka
- 3 Scoring a Try
- 4 Action Replay
- 5 Playing the Game
- 6 Taking the Photo
- 7 World of Sport – Rugby
- 8 All Blacks – Haka

### **MIX AND MATCH**

- 9 Sounds of Africa
- 10 Expand / Contract

### **THESEUS AND THE MINOTAUR**

- 11 Rio Rhythms
- 12 Selection
- 13 Journey to Crete
- 14 Turn and Enter the Labyrinth
- 15 The Struggle
- 16 Leaving the Labyrinth and Betrayal
- 17 Return and Remorse
- 18 "Theseus and the Minotaur"

### **CATS CRADLE**

- 19 Funky Warm-up
- 20 Cats Cradle

### **THE RAINFOREST**

- 21 South American Sounds
- 22 Interdependence
- 23 Chopping
- 24 Bulldozers
- 25 Dragging, Regeneration and Harmony
- 26 The Rainforest

### **HUNTING IN UNKNOWN TERRITORY**

- 27 Gearing Up
- 28 Gearing Down

### **FLIGHT FROM DANGER**

- 29 Reggae Warm-up
- 30 One Day ...
- 31 Unity, Help, Support
- 32 The Flight
- 33 Overcoming the Barriers
- 34 Calm
- 35 Flight from Danger

**Music arranged and performed by:-  
Darren Lee**

# MUSIC FOR DANCE 8-11 YEARS (KS2)

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## ENGLISH COUNTRY DANCE

- 1 Marching
- 2 Clapping
- 3 Swing
- 4 Caerphilly March
- 5 March in 5's
- 6 Arches
- 7 Cast
- 8 Bridge of Athlone
- 9 Singing Square Dance
- 10 Sing and Copy
- 11 I Want to Be Near You
- 12 Balance
- 13 Mixer Promenade and Sicilian Circle
- 14 Single Turn
- 15 Do-si-do
- 16 Virginia Reel
- 17 Marching
- 18 Circle Left and Right
- 19 Variations
- 20 Little Ol' Log Cabin
- 21 Circle Left and Right
- 22 Do-si-do and Swing
- 23 Haste to the Wedding
- 24 Lines of 6
- 25 Spell Oxo
- 26 Oxo Peel
- 27 Swing and Promenade
- 28 Coming Round the Mountain
- 29 Gallop
- 30 Grand Chain
- 31 Lucky Seven
- 32 Arch and Gallop
- 33 Dip and Dive and Swing
- 34 Boston Tea Party
- 35 Gallop and Circle
- 36 Turn
- 37 Ninepins
- 38 Circassian Circle

**Music arranged and performed by:-  
Carolyn Robson  
Paul Tabbush**

## TUDOR DANCE

- 1 Dargason
- 2 In Dulci Jubilo
- 3 Kemp's Jig
- 4 Hunsdon House
- 5 Horses Branle
- 6 Branle de L'Official
- 7 Good King Wenceslas
- 8 Hole in the Wall
- 9 Orientis Partibus
- 10 Pastime with Good Company
- 11 Puer Nobis Nascitur
- 12 Stingo
- 13 Gathering Peascods
- 14 Lilliburlero
- 15 Nonesuch
- 16 Greensleeves

**Music arranged and performed by:-  
Ann Hinchliffe, Caroline David,  
David Holland, Gina Holland.**

## DANCE No. 2 - THE LANGUAGE OF DANCE

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### LEARNING OBJECTIVES

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#### Children should learn to:-

- develop different ways of travelling, jumping and turning
- perform the basic actions and dances clearly and fluently
- work with a partner
- observe themselves and others dancing

### THE LANGUAGE OF DANCE FRAMEWORK

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- Developing travelling and jumping
- Developing travelling movements and creating short repetitive phrases.
- Interpreting words into appropriate movements and gestures.
- Working in two's "follow the leader" and in unison.
- Creating a simple class dance.

Accompaniment: Music - Years 7 - 8 CD (*Year 3*) - Tracks 2 - 8

### EXPECTED LEARNING OUTCOMES

---

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

- use simple movement patterns to structure dance phrases on their own and with a partner.
- remember and repeat simple dance phrases
- work in unison with a partner and travel "follow the leader"
- demonstrate an understanding of descriptive words when talking about dance.

# THE LANGUAGE OF DANCE

## About the Dance

This unit revisits the language of dance explored in the Foundation Stage and Key Stage 1. The different sections have been created to enable pupils to improve and build upon their dance vocabulary and the introduction of different stimuli initiates a variety of responses. The material in this unit will also begin to develop pupils' choreographic and analytical skills.

## Stimuli

The stimulus comes from the language of dance, focusing upon interpretation of the basic given actions:- TRAVEL, TURN, JUMP, STILLNESS, GESTURE.

## Resources (Appendices A1 - A11)

Resources could include:- word cards (*appendix*)  
 language lists  
 plastic dice (*choice*)  
 music (*tracks 2 – 8*)  
 percussion (*variety of instruments*)

## Extension / Development / Enrichment

- (a) Children could work in pairs to create a matching/mirroring dance to the travelling music using different steps and directions.
- (b) Children could work in pairs to create a unison dance to the travel/jump/turn music.

TRAVEL DART	TRAVEL WHIZ	TRAVEL ZOOM	TRAVEL CREEP	TRAVEL STROLL	TRAVEL DAWDLE	TRAVEL HURRY	TRAVEL DASH	TRAVEL MARCH	TRAVEL STRIDE	TRAVEL PLOD	GLIDE	JUMPING LEAP	JUMPING SPRING	JUMPING BOUNCE	JUMPING BOB	JUMPING POUNCE	FIZZ	JUMPING SOAP	JUMPING FLY	JUMPING BUBBLE	JUMPING	TURNING WHIRL	TURNING SPIN	TURNING COIL	TURNING TWIRL	TURNING ROLL	TURNING SPIRAL	TURNING COIL	TURNING SWIVEL	TURNING REVOLVE	TURNING WIND	TURNING PIVOT	TURNING SWERVE
CONTRASTING TRAVELLING WORDS PLOD.....DART TRAMP.....ZOOM DRAG.....BOUNCE DRIFT.....WHIZ WANDER.....MARCH MEANER.....DART						GESTURE CLAP	GESTURE STAMP	GESTURE WIGGLE	GESTURE WINK	GESTURE NOD	GESTURE NUDGE	GESTURE POINT	GESTURE SHRUG	GESTURE WAVE	GESTURE SHAKE	GESTURE REACH	GESTURE PULL	STILLNESS WAIT	STILLNESS HOLD	STILLNESS SETTLE	STILLNESS HESITATE	STILLNESS BRAKE	STILLNESS INTERRUPT	STILLNESS PAUSE	STILLNESS HOVER	STILLNESS PERCH	STILLNESS FREEZE	STILLNESS STILL	STILLNESS LINGER				



## THE LANGUAGE OF DANCE

## Starting Activity

2  
2

- (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**.
- (ii) On the word "PAUSE", stop and begin to slowly stretch and curl in your own space, before moving on again.

## Exploration and Development

4

- (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?
- (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

6

- (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.

(*"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

5

- (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.)

## DANCE No. 9 - GIRAFFES CAN'T DANCE

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### LEARNING OBJECTIVES

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Children should learn to:-

- respond to a range of stimuli
- respond imaginatively to character and narrative
- use simple motifs and movement patterns
- structure a dance with a partner
- describe and interpret dance using appropriate language

### DANCE FRAMEWORK

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SECTION 1 - Giraffes - "elegant" motif – unsteady

SECTION 2 - Pairs jungle dance

SECTION 3 - Sad  
Giraffes CAN dance

Accompaniment: Music - 8-9 Years CD (*Year 4*) – Tracks 4 - 10

### EXPECTED LEARNING OUTCOMES

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

- understand that ideas initiated by a story can be translated into movement perform with expression and clarity of shape
- demonstrate simple motifs and movement patterns
- work with a partner to structure a dance using unison, mirroring and "follow my leader".
- understand how dance communicates moods, ideas and feeling.

## GIRAFFES CAN'T DANCE

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### About the Dance

This is a dance that focuses on the main character of the giraffe “Gerald” and creates the narrative through movement. Other animal characters are created at the jungle dance and the contrast is emphasised between the solitary, angular giraffe and the sociable, rhythmic jungle animals.

Children create simple motifs and extend them and work on their own and with a partner.

### Stimulus

The stimulus for this dance is taken from a “Big Book” - “Giraffes Can’t Dance” by Giles Andreae and Guy Parker-Rees. Published by ORCHARD BOOKS, 96 Leonard Street, London EC2A 4XD. ISBN 1-84121-508-2. This is a beautifully written and illustrated book which could be read to the class as a whole prior to creating the dance. A synopsis of the story is as follows:

“Gerald was a tall, thin, bandy-legged giraffe. He was very good at stretching upwards, forwards and sideways to reach the leaves on the trees, but when he tried to move fast he was awkward and buckled at the knees.

He dreaded the annual Jungle Dance because all the other animals could dance beautifully but he could not. He watched them all moving rhythmically together and he couldn’t compete so he walked away sadly.

Then he looked at the moon and listened to the swaying grass, and suddenly realised he **could** dance – he just needed the right music. He swayed and circled, jumped and turned, and all the animals applauded him. “You are the best dancer we have ever seen”.

He proudly finished his dance with a deep bow.”

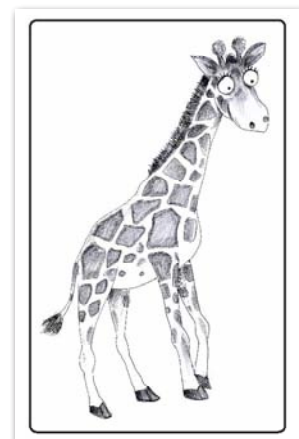
### Resources (*Appendix A31*)

The book “Giraffes Can’t Dance”. Pictures of giraffes

Poems or video snippets

Percussion

Music – 8-9 Years CD (*Year 4*) – Tracks 4 -10.



### Extension / Development / Enrichment

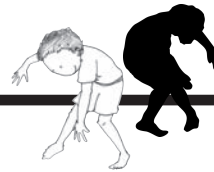
(a) The jungle dance could be extended to make it a larger group activity.

(b) For the informal “bow” children could finish with a partner ...

“A” symbolises the giraffe bowing



“B” symbolises a jungle animal stretched up high and wide applauding him.









## GIRAFFES CAN'T DANCE


## Starting Activity

- (i) Move in and out of each other with neat, quick steps. On a signal ..STOP in a strong, still shape. *(Repeat and emphasise the contrast between the quick, light steps and the strong shapes.)*
-  (ii) Repeat the task but this time, on a signal, curl up small. *(Feel the strength in the small tight shapes.)*
-  (iii) Repeat task (ii). Run and on a signal curl up small, then SLOWLY grow into a tall, thin shape reaching for the ceiling. *(Repeat and emphasise the strength of the sustained movement.)*

## Exploration and Development

- (i) Start in a small curled up shape. Slowly stretch upwards, then pull back into the curled shape. Explore, and stretch into different positions in the air. *(Encourage children to stretch upwards, forwards, to either side, and **WITH CARE** backwards.)*
-  (ii) Choose **four** different stretched positions. Work to the rhythm of stretch (1-2) and curl (3-4). Create your own pattern of four stretch/curl actions – remember and repeat them. *(Accompany children with voice or tambour to help establish the rhythm.)*
- (iii) Use the same stretching movements but extend them by travelling off the spot to stretch i.e. move and stretch (x 4). Practise your motif and repeat it. *(Remind children they can use different ways of stepping and turning to move into the stretches – make sure you travel a little way into the stretch.)*
-  (iv) Practise the stretching motif both on the spot and on the move. *(The smooth stretches symbolise the elegant movements of the giraffe reaching into the trees for leaves to eat – emphasise the **long body and neck** at full stretch. Practise several times – 4 phrases on the spot and 4 phrases travelling into stretches)*
-  (v) Move quickly with small steps in an unbalanced way. *(Encourage children to relax the tension in their bodies and move unsteadily from side to side. As they do this, their feet will move with tiny steps on a wiggling pathway.)*
-  Practise your wiggling pathways and unsteady, floppy bodies.

## Making a Dance

- (i) Practise....
- stretching motif on the spot
  - stretching motif on the move
  - staggering unsteady runs.
-  *(Encourage children to link the different sections together smoothly)*

## Concluding Activity

- (i) Sink slowly down to the floor – roll over sideways and stand up slowly. *(Emphasise SLOWLY AND SMOOTHLY)*  
Try it several times to make it smooth.

## DANCE No. 16 - RUBBISH

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### LEARNING OBJECTIVES

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**Children should learn to:-**

- use visual stimuli as a starting point for dance movement
- work in small groups to develop ideas
- use props as an integral part of the dance.

### DANCE FRAMEWORK

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SECTION 1 - Rubbish identification and removal of waste

SECTION 2 - Recycling of rubbish

SECTION 3 - Good use of rubbish

Accompaniment: Music - 9-10 Years CD (*Year 5*) - Tracks 1 - 6

### EXPECTED LEARNING OUTCOMES

---

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

- demonstrate the ability to translate abstract images into movement
- perform with an awareness of both partner and group dances
- perform with clear dynamics and precise footwork
- use a variety of ways to work in a small group
- develop movement using different relationships
- lead appropriate “warming-up” exercises
- view short pieces of professional work in order to comment upon the use of props to create music.

# RUBBISH

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## About the Dance

This dance takes the ideas of crushing, transporting and recycling rubbish, and translates them into movement using individual, pair and group work. Children then use a variety of bags to create sounds and stimulate their own choreographed movements.

## Stimuli

The initial stimuli for this abstract dance will be based upon the materials found in any rubbish bin. The four materials chosen could be replaced with others. Whichever materials are chosen they must provide opportunities for children to explore a variety of contrasting actions and qualities.

This unit of work could also make use of the science theme of “Materials” in which children identify the qualities and uses of different materials.

## Resources (*Appendices A38 - A40*)

Other useful resources to support and develop this dance idea would be:

Poetry - “Earthways”

- “Earthwise” (*Poems on conservation*) (*Oxford University Press 0-19-272248-4*)

Posters - Environmental posters and campaign slogans (*e.g. Body Shop*)

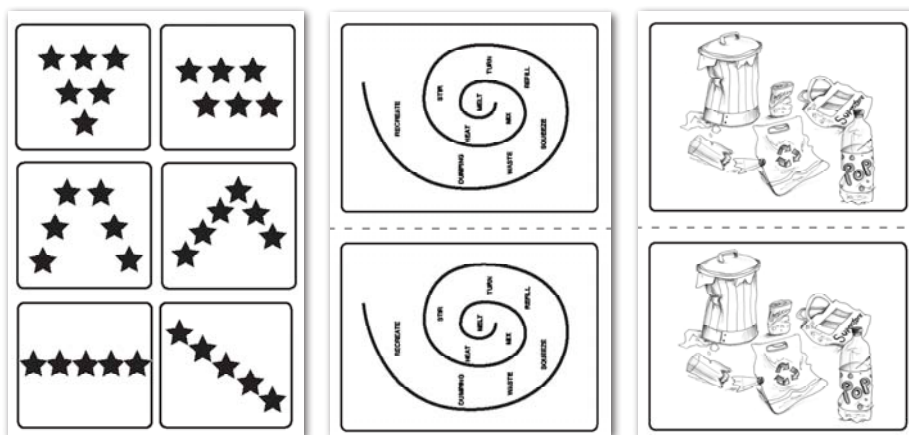
Paper bags

Percussion instruments

Music: 9-10 Years CD (*Year 5*) – Tracks 1-6.

## Extension / Development / Enrichment

- In the initial stages, children could experiment with percussion instruments and work in two’s to try out the crushing and travelling phrases.
- In the final section, different pieces of rubbish could be explored for sounds.



## DANCE No. 25 - THESEUS AND THE MINOTAUR

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### LEARNING OBJECTIVES

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#### Children should learn to:-

- work creatively and imaginatively on their own and with a partner
- perform expressively and sensitively to accompaniment
- perform dances fluently and with control
- observe and evaluate their own and other's dances
- warm up and cool down independently.

### DANCE FRAMEWORK

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SECTION 1 - Preparation - Selection Journey to Crete

SECTION 2 - The Battle - Entering the Labyrinth  
- The fight  
- Leaving the Labyrinth

SECTION 3 - The Aftermath - Betrayal  
- Return and remorse

Accompaniment: Music - 10-11 Years CD (*Year 6*)  
Tracks 10 - 18

### EXPECTED LEARNING OUTCOMES

---

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

- perform with expression and improvise freely using a range of continual movements and patterns.
- work collaboratively in pairs and small groups to communicate a dance idea.
- create their work in the context of a whole dance.
- demonstrate the ability to refine their movements in order to improve performance.
- remember and perform complete dances.
- warm-up and cool-down independently.

## THESEUS AND THE MINOTAUR

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### About the Dance

This is a straightforward narrative dance using movement patterns, motifs and gesture to explore and communicate the legend of “Theseus and the Minotaur”. Within the dance structure, children work creatively and imaginatively in constantly changing situations, on their own, in a pair or collaboratively in a group, and react expressively and sensitively to the accompaniment.

### Stimuli

The stimulus is the legend of “Theseus and the Minotaur”.

Big Book – Theseus and the Minotaur

Pelican Big Book by David Orme – illustrated by Trevor Parkin.

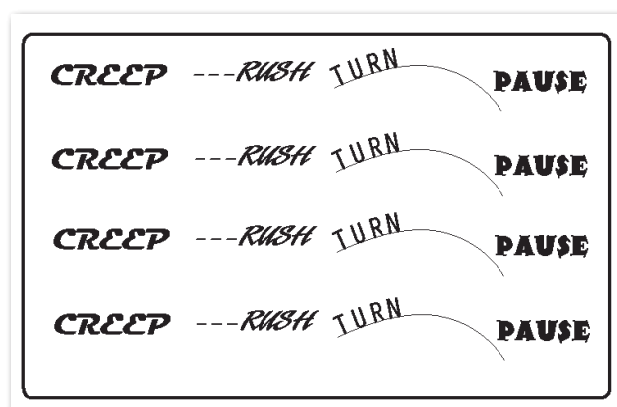
### Resources (*Appendix A61*)

Word cards Percussion

Music: 10-11 Years CD (*Year 6*) – Tracks 10-18

### Extension / Development / Enrichment

- (a) Entering the labyrinth could be performed by groups of six or eight children linking hands and weaving in and out of the labyrinth and each other.





THESEUS AND THE MINOTAUR

12

Starting Activity

13

- (i) Remember and rehearse the dance so far without music to reinforce the links.

- (ii) Practise the dance so far to music. **(Tracks 12, 13, 14)**

14

Exploration and Development



- (i) Extend one arm above your head and grasp the hand of your partner's extended arm. Improvise and explore ways of twisting, bending, rising and falling without losing your grip. *(Encourage children to think about Theseus and the Minotaur wrestling and emphasise twisting, timing and SAFETY - talk to each other. Practise slowly and carefully.)*



- (ii) Vary your grip and sometimes briefly release your grip to include some rolling and jumping actions. *(Discuss with the children how variations in speed make the movements more interesting and communicate the idea of wrestling and fighting more clearly, e.g. slow-motion writhing movements combined with explosive jumps or fast rolls.)*

- (iii) Choreograph your struggle and make it very evenly fought – take it in turns to be the aggressor and finish with Theseus the winner. *(Allow time for the creative process and repetition and then play the music)*

15

- (iv) Does your dance fit the music? Adjust the movements accordingly. *(Practise to the music again)*

Making a Dance

- (i) Practise the section on entering the labyrinth and meet your partner at the end of it.

14

- (ii) Practise the two sections - enter the labyrinth - the struggle **(Tracks 14 & 15)**

15

- (iii) Half the class perform entering the labyrinth and fighting the Minotaur to music whilst the other half observe and then reverse roles. **(Tracks 14 & 15)**

Observers should answer questions e.g.

- (a) is the fight sequence expressing the well-matched struggle?
- (b) are the dancers using space well and fully extending/using their bodies?

Concluding Activity

10

- (i) Face your partner and slowly stretch and curl in different directions and on different levels. Keep together and feel FULL extension and CONTRACTION.

