

BEDFORD INTERACTIVE LTD

An Example Lesson Plan to use with your free DEMO featuring Ludus Dance's **STEP DANCE**

LESSON 1 for children 7-9 from the **TEACHER'S RESOURCE BOOK** contained in the **STEP DANCE – WILD CHILD MINI RESOURCE PACK 1**

ORDER THE FULL PACK FOR the complete CD ROM
and 8 MORE LESSONS for pupils 7 to 14

RESOURCE - WILD CHILD – *Step Dance*

UNIT 1 for 7-9 year old pupils – comprising THREE LESSONS of 30 Minutes working time

Learning Outcomes: (The DEMO outcomes are highlighted)

In Dance Composition with guidance from the teacher pupils will learn to:

- Answer dance tasks creatively by exploring choices that are suggested.
- Contribute their own ideas to answer tasks.
- Link movements together to form motifs.
- Employ the range of qualities appropriate to the theme.
- Consider the use of space in presenting their creative dance work.
- Create and use Transitions effectively.
- Recognise and create Contrasting Motifs.
- Combine Sections of a Dance into a whole.

In Dance Performance students will learn to:

- Practise the skills to achieve accuracy.
- Show clarity in body shape and action.
- Perform with energy and enthusiasm.
- Demonstrate understanding of the action, dynamic and spatial features of the movements performed so that they convey the theme.
- Dance with others sensitively in terms of timing, rhythm, positioning, spacing, focus and energy.

In Dance Appreciation, through response to viewing the CD ROM resource and each other in performance, students will learn to:

- identify and describe the types of actions used and name them appropriately.
- identify and name qualities in the movements.
- identify and name space and relationship aspects in the movements.

- describe what the movements mean using expressive language.
- recognise Contrasting movement and its relevance in a dance.
- recognise and describe the interconnection of the parts of the dance to the whole.

Emphasis is on pupils' exploration and creative dance making

Dance Framework - 'A SPORT DANCE' - a dance for 2 performers - 1 acting as a learner. (MUSIC – Use the LISTEN section on the CD or find similar music)

Introduction – approximately 16 bars of 4/4 music
Move around the space with stretching, bending, jogging, or other warming up movements to end in place for Section A.

Section A - approximately 16 bars of music
'Sport Motif' performed by dancer number 1 the second dancer acting as a learner. Perform in unison the second time through.

MOTIF and REPETITION

Transition - approximately 4 bars of music
Couple perform transition to move to another part of the room.

TRANSITION

Section A Repeated - approximately 16 bars of music
'Sport Motif' danced by dancer number 1 then by both dancers in unison the second time.

REPETITION

Section B & Conclusion - approximately 16 bars of music
'Celebration Motif' performed by both dancers.

CONTRAST

The DEMO permits you to teach Lesson 1 only in order to achieve SECTION A of the above dance.

UNIT 1 - LESSON 1 – APPRECIATION activities through VIEWING (LOOK) and Learning from the CD ROM interspersed with COMPOSING (MAKE) and PERFORMING (DO) activities

(NB. BLUE TEXT denotes use of the CD ROM – Appreciation activities)

'Setting the Scene'

(1 Minute)

Explain to the children that they are going to view the first part of a dance called the 'Step Dance' and that this takes place within a story about Wild Child.

CD ROM - Click on THE STORY OF WILD CHILD.

Ask the children questions about how they would feel in Wild Child's place. (This is merely to appreciate the story and feelings).

Warm up

(2 minutes)

Teacher as leader –

- Task - Travel anywhere and stop when I say/clap/bang

Teaching Points:

Show me different sizes of steps – large and small
Show me travel in different directions – forwards, backwards, sideways
Perform runs with 'pumping' arms.
Freeze on the stops.

CD ROM – From the MAIN MENU click on LOOK

(3 Minutes)

- Here you should select from the bar at the bottom – the beginning RED Section 1. This presents the key motif danced twice through (16 bars of 4/4 music). Stop just as the Wild Child is about to join in. Use the arrow back to have the children LOOK again.
- After the second viewing, ask them to describe the actions they see. What are the 3 dancers doing? List their words on the board.

- Return to the beginning of Section 1 (red bar) and select - *DESCRIBING* then select *ACTION WORDS*. Highlight the words on screen by clicking on them to turn them into a yellow colour in synchronisation with the dancers' movements and add to your list on the board.
- Discuss the theme of the 'Step Dance' encouraging children to use words such as sporty, energetic, athletic, powerful, and relating it to understanding of fitness.

Exploration for the Dance - to make own 'SPORTS MOTIF' (10 minutes)

Task: Run on the spot, stop and throw – improvise to music

Teaching Points to guide exploration:
One arm or two arm throws – under, over, shooting, rolling – different levels – involve whole body. Show strength on throw.

Task: Run on the spot, stop and catch – improvise to music

Teaching Points to guide exploration:
One arm or two hand catches with jumps, side stretch, into crouch = different levels. Catch into travel back or turn. Show where the imaginary ball is coming from by use of head and focus.

Task: Run on the spot and jump – improvise to music

Teaching Points to guide exploration:
Try one foot to two feet – long jump. Jumps as on a trampoline or in gymnastics – tucked, stretched, with twist or turn in the air. Make body shape in the air clear.

Task: Kicks or hits– improvise to music

Teaching Points to guide exploration:
Kicks as in football – dribble into kick – slide into squat kick etc.
Hits – explore actions such as tennis serve-golf/cricket drive- baseball hit. Show the preparation hit and follow through.

CD ROM – From the MAIN MENU click on **LOOK** (1 Minute)

- Again select from the bar at the bottom – the beginning RED Section 1 and present the key motif danced twice through (*16 bars of 4/4 music*). Remember to stop just as the Wild Child is about to join in. Use the arrow back to have the children LOOK again.
- This time direct them to see the sequence of actions – changing from one activity to another.

Jumps into pivots – twice but in different ways. Stretch into pumping runs on the spot. Preparation for hit into strong astride stretch. Tucked jump turn and catch and pull back. 'WE ARE NOW GOING TO LINK SOME OF OUR MOVES TOGETHER TOO'

Composing SECTION A of the Dance (5 minutes)

Task: Work in twos both doing the same side by side (with reference to a list of the explored moves on the board or on a sheet of paper – runs on the spot, throw, catch, jump, kick, hit) link together your favourite moves to make a sequence containing at least 4 moves (a MOTIF) that suggests the idea of SPORT.

Teaching Points to guide composition:
Encourage children to use runs on the spot between movements and to consider how to link the movements with simple steps, turns and perhaps still positions. Encourage a starting and ending position and continuity between. Keep the music playing to help the children structure their Motif.

CD ROM – From the MAIN MENU click on **LOOK** (2 Minutes)

- View the same small part of Section 1 of the video again this time looking to see how the dancers perform the movements all linked together smoothly but show important moments like the wide stretch clearly too.

Performing SECTION A of the Dance

(2 minutes)

Task: Practise your Motif in unison with your partner until you can perform it twice through without stopping.

Teaching Points to guide improvement of performance:

Encourage children to keep body tension and energy in their movements and to use feet and knees appropriately. If necessary interrupt the class and work on a technical point such as pushing through the whole of both feet into a stretch in the air and bending knees after a jump.

Work on focus and the quality of strength.

In 4s VIEW EACH OTHERS' SEQUENCES

(3 minutes)

- Set the viewing couple the task of identifying actions and commenting on the way that the moves have been linked together.

CONCLUSION

All perform SECTION A of the Dance

(1 minute)