

St Josephs Catholic Primary School
Creative Movement and Dance Course
Class - Year 1
Class teacher - Natalie Jones
Dance theme - Nocturnal Animals

COURSE AIM

To develop a routine inspired by and supporting the term's class topic.

COURSE OUTCOME/OBJECTIVES

To introduce movement to a group of mixed ability young children allowing the children to experience the process of an expressive dance piece.

To encourage and develop creativity, improvisation, balance, rhythm, variation of tempo and levels and enjoyment of dance. To develop individual confidence, teamwork and canon moves in small groups, pairs and whole group.

To show an interest and develop knowledge of nocturnal animals in British countryside and woodlands.

PRACTICAL NOTES

Wooden floor and toilets

Students to have a drink and toilet break before each class.

Daps and PE uniform, no jewellery and long hair tied back.

Check hall floor for dangerous items/areas in advance

Each session can be videoed for reference.

Music system, Ipod, positioning tape, scissors, first aid kit at every session

Accessible plug points

Research tree scenery

Dates	Location	Number of students	Age	Gender	Abilities	Particular needs, medical details, allergies or relationship issues
Course of five 45 minute sessions including a final performance to parents. February 22nd, March 1st, 8th, 15th and 22nd	School Hall St Josephs Catholic Primary School in Nympsfield, Gloucestershire	26	Age 5-6	14 girls 12 boys	Mixed	Jasmine has a skin condition called Epidermylosis Bullosa. Her skin is very delicate and must be handled with extreme care (by her 1:1 only) and she has support at all times. Her mobility is of course impacted at times but she deals with this very well and her 1:1 is always there to support!

St Josephs Catholic Primary School
 Creative Movement and Dance Course
 Class - Reception
 Class topic / 999 / 4 phrases
 Week 4 Lesson plan-January 31st

AIM

To conclude the choreography of the routine and an understanding of the order of the phrases.

OUTCOME/OBJECTIVE

To develop the classes movement and still pose ideas from the previous weeks phrases and finish the taught sequence. To encourage an interest in the dance piece and practising between each class.

	Learning Objective	Learning Activity	Resources	Assessment Method	Teaching Points
Welcome 2 minutes	To introduce the session.	Group-seated	None	observation	Explain we will run through phrases 1-2 and add on phrases 3-4. Chairs already in Position with tape on floor.
Exercise 1- 5 minutes	Fitness	Warm up	Backing track of Pharrell Williams 'Sing'. Ipod, black tape, Music System and chair for each student	Demonstration/walk around	Explain that a simple warm up routine can improve their dance performance, fitness and less chance of injuries. Using the dance piece of music to familiarise the group again with the tempo and beats of the music..
Exercise 2 10 minutes	To develop phrase 1-2 from the previous week.	Phrase 1 & 2 <ul style="list-style-type: none"> Intro-Emotions Police 	Backing track of Pharrell Williams 'Sing'. Ipod, black tape, Music System and chair for each student	Demonstration/walk around	Encourage variation of dynamics, shape and size of moves between each phrase. legato, flowing dynamics of phrase 1. Staccato, punchy, kicking of phrase 2.
Exercise 3 10 minutes	To introduce phrases 4 -7 of the sequence and piece together the phrases of the routine.	Phrase 3 & 4 <ul style="list-style-type: none"> Ambulance Fire and Rescue 	Backing track of Pharrell Williams 'Sing'. Ipod, black tape, Music System and chair for each student	Demonstration/walk around	Introduce the group to Canon style of phrases 1-2 before joining together in unison for phrase 3-4 and explain the group will repeat the routine again. Explain that the dancer is in control of the chair and the surrounding space is kept the same.
Closure 5 minutes	Giving thanks	Group seated	none	none	Praise individual and group achievements. Explain that the class now has the foundation for the entire routine. Explain that the following week will involve perfecting the whole sequence and presenting our ideas in unison to the school. Re-assure the group that I will be presenting the dance with them. Remind the class of the on-line video for rehearsing at home.

COURSE AIM

To develop and perform a dance routine inspired by **999** and **Where The Wild Things Are**, complimenting the class topics.

COURSE EVALUATION

The students in Reception and Year 1 enjoyed the experience of creating and presenting an expressive movement routine inspired by their class topics and were proud to perform the routines to their parents and teachers. The children were focused throughout the course and looked forward to each class.

Confidence building, active, physical warm up games started each session. The class topics were explored through storytelling, art, discussion and improvisation. Movement and pose ideas were developed and compiled for a series of phrases taught, filmed and refined over the five weeks. The course concluded with a performance to parents and trophies for special achievements.

The routines were solo steps with no partner work included. The sequences used a chair for each individual with myself demonstrating the routine in front of the group during the performance. This instilled confidence in the children and a higher standard of dance. The same effort was expected of all the students.

The music choices were backing tracks with a repetitive beat and subtle variations to assist the understanding, flow and rhythm of the piece.

New children joining the school were introduced at various times during the courses and therefore it was necessary to give time to help the understanding the course and summarising the routine for these individuals.

By the end of the course:

- the children were encouraged to participate and enjoy dance as a physical activity
- the children began to understand the benefits of a regular fitness activity
- the children understood the creative process we used to create our unique, expressive dance piece
- the children used a variety of dynamics and shapes, from staccato phrases into fluid, legato phrases and explored the power of stillness within dance
- the children were able to describe the meaning and language of individual moves and phrases
- the children began to remember and repeat actions with increasing control and coordination
- the children developed more awareness of space and direction using the chair as the central point
- the children were introduced to an exciting choreography style