

Year: Foundation

Lesson: 2/6

Time: 30 - 35 mins

No. of children: Any

Learning Outcomes:

- * move with increasing agility, balance and co-ordination;
- * work co-operatively with a partner;
- * copy simple movement ideas from each other.

Success Criteria:

- * I can work with my partner.
- * I can control my body when I move.

Communication/Language: Enjoy listening to language and turn to it in learning; use talk to organise, sequence and clarify thinking, ideas and feelings; extend their vocabulary, exploring the meanings and sounds of new words; sustain listening, responding to what they have heard with comments and actions.

Mathematics: Talk about, recognise and recreate simple movement patterns; use language such as 'faster', 'slower', 'heavier' or 'lighter' to compare actions.

Resources: As Lesson 1, plus music: **You Tube** - ['Kiss the Girl'](#)

In the classroom:

- a. Watch under the sea scene from the video of the Little Mermaid.
- b. What were the actions we did last time?
- c. Put your hand up when you see them on the video.
- d. Which sea creatures did the actions belong to?
- e. Write them onto the flip chart.
- f. Can you show me any actions?
- g. Take words into dance session.

Teaching Activities

Teaching Points / Management & Organisation

Warm up [5 mins]

1. All sitting in a circle, **use the 3 actions from Lesson 1.**

- a. Teacher demonstrates actions.
- b. Shake = shake hands, slide = slide hands down legs and bob = nod head.
- c. Children name and copy the actions.

2. One child calls out an action or number for class to perform. Repeat....

Development [20 - 25 mins]

3. Use the 3 action words

- a. Make them bigger - shake = shake whole body, slide = drag body along floor, bob = jump.

4. Travelling - children's own ideas.

- a. How can you travel? Sideways, forwards, backwards.
- b. Encourage free use of space - awareness of others needed.

5. Link the actions with movements between each action - use 'Under the Sea' music

- a. Teacher demonstrates some examples - use a tambourine to develop movement to rhythm.
- b. Children explore possibilities individually.
- c. Listen to the rhythm of the tambourine.

6. Teach your movements to your friend.

- a. One leads, the other follows.

7. Pairs, join your actions to make a movement phrase.

- a. Teacher facilitates turn-taking.
- b. Have a clear beginning and end to the phrase.

8. Perform and celebrate.

- a. All hold hands in a circle.
- b. Take 2 steps backwards to make a space for performances.
- c. Performers to come into centre of circle to demonstrate movements.
- d. Be good members of the audience - respect for your friends and watch quietly.
- e. Begin when the audience is ready and quiet.
- f. Have a clear end so the audience knows when to clap.

- 9. Children to raise their hands when they see a specific action, e.g. shaking.

- 10. At the end of performances encourage feedback from audience members; What did you like? Why?

Cool down [3 –5 mins]

11. All lying down in own space - eyes closed.

- a. Listen to any calm music, e.g. 'Kiss the Girl' from The Little Mermaid album.
- b. Imagine you are floating in the warm sea.
- c. Praise children for their creativity today.