

Year: Foundation

Lesson: 1/6

Time: 30 - 35 mins

No. of children: Any

Learning Outcomes:

- * move with increasing agility, balance and co-ordination;
- * respond to instructions;
- * copy and explore basic movements demonstrated by the teacher.

Success Criteria:

- * I can copy my teacher's movements.
- * I listen to my teacher's instructions.

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: Images: [The Little Mermaid](#); [Under the Sea](#); [Sea Creatures](#); [Sea Shells](#). Video: **You Tube** - [Under the Sea \(Little Mermaid\)](#) Music: [Chillout Classics Album](#). A variety of sea shells, spots for marking spaces on the floor, percussion instruments [maracas, ocean drum, tambourine], large sheets of chiffon fabric, rhythmic gymnastics ribbons, chiffon scarves. Flip chart.

In the classroom:

- a. Watch [Under the Sea \(Little Mermaid\)](#).
- b. Look at images of: [The Little Mermaid](#); [Under the Sea](#); [Sea Creatures](#) and [Sea Shells](#).
- c. Name some of the colours and patterns etc.
- d. Name some of sea creatures seen.
- e. How do they move? What actions can you see?
- f. Use vocabulary such as 'faster', 'slower', 'heavier' or 'lighter' to compare actions.
- g. Write them on a flip chart.

h. Can you show me any actions?

i. If possible, take the video, images and words into dance session.

Teaching Activities

Teaching Points/Management & Organisation

Introduction and Warm Up [15 mins]

1. Play Under the Sea (Little Mermaid).

a. Watch the actions of sea creatures.

b. Think of more words to describe how they move.

2. **Identify 3 action words.**

a. Record responses on flip chart.

b. Teacher circles and numbers favourite words e.g. shake = 1, slide = 2 and bob = 3.

c. Refer to flip chart/action words - children to put up their hands to show a favourite action word.

3. **Teacher demonstrates actions** - using body parts. Children copy [without music].

a. shake = shake hands.

b. slide = slide hands down legs.

c. bob = nod head.

4. Play Under the Sea (Little Mermaid).

a. All sitting in a circle.

b. Children clap hands in time with music.

5. **Introduce the actions.**

a. Use 3 action words - how can we make them move?

b. Teacher calls out numbers, or actions - children copy teacher's actions.

c. Repeat.

d. Identify and share good examples of movement.

Development [20 - 25 mins]

6. Whole class standing in a circle holding hands, facing inwards.

- a.** Gallop anti-clockwise to teacher shaking a tambourine. Children must listen to the rhythm of the tambourine and gallop sensibly and safely [do not pull others].
- b.** When teacher bangs tambourine, children stop galloping and show **action number 1**.
- c.** Repeat. Hold hands again and gallop anti-clockwise.
- d.** Teacher bangs tambourine, children stop and show the same action again.
- e.** Gallop anti-clockwise to tambourine.
- f.** On bang of tambourine, children stop and show **action number 2**.
- g.** Repeat, demonstrating **action number 3**.

7. Play 'Under the Sea' music.

- a.** All clap to rhythm, and then gallop to rhythm.

8. Movement to music.

- a.** Incorporate actions 2 and 3, linking them together.

9. Perform movement ideas to others.

- a.** Children in a circle, performers come into centre of circle to demonstrate movements.
- b.** Children on outside of circle clap hands to rhythm.

Cool down [3 –5 mins]

10. Listen to calm, relaxing music e.g. Chillout Classics Album.

- a.** All lying down in a space with eyes closed.
- b.** Imagine being on a beach watching the gentle sea roll in and out over the sand.
- c.** Where are they?
- d.** Have they been there before?
- e.** How do they feel?