

Lesson Objectives ~

That evacuees left cities and travelled by a range of transport methods.
How to travel over, under, around and through others with care.

Success Criteria ~

Different ways of travelling using irregular pathways.
Clear contrast of proximity in group work.

Warm up	<p style="text-align: center;">Split the class into 2 groups and label them A and B.</p> <p>Ask Group A to find a space in the room and to make a shape that they can comfortably hold for 1 minute.</p> <p>Ask Group B to travel around the room going around, under or over any of the shapes made by Group A.</p> <p><i>After approximately 1 minute ask the groups to change roles so that Group B make the shapes for A to travel around, over or under.</i></p> <p><i>Change over again so that each group have a minimum of 2 turns at each role.</i></p> <p><i>Encourage the children to vary how they travel - eg sliding, creeping, leaping, striding, tip-toe, galloping...</i></p>	Travelling
Context	<p style="text-align: center;">Remind or inform pupils of the process of evacuation that happened to many of the children from the large cities.</p> <p>Explain that while this was typically by train, some children were transported by bus and some even sailed overseas.</p>	
Creative Exploration	<p style="text-align: center;">Ask pupils to get into groups of 4 or 5.</p> <p style="text-align: center;">Ask them to number themselves 1, 2, 3 and so on.</p> <p>Ask persons 2, 3, 4 and 5 to create a shape where they are connected in some way in order to create a chain.</p> <p><i>Encourage pupils to use different levels and unusual ways of connecting - eg an elbow to a shoulder or a foot to a knee, etc.</i></p> <p>Ask person 1 to travel around, over or under the others until they have reached the end of the line...then they add on and person 2 travels along the line...and so on until everyone has had a turn.</p> <p><i>Encourage the person travelling to wind their way through the gaps as they go on their journey.</i></p> <p><i>Add the music and ensure that everyone has had at least one turn.</i></p> <p><i>Ask pupils to imagine they are like the evacuees travelling on often long and difficult journeys to their new location.</i></p>	Travelling
Creative Exploration	<p>Remind or inform pupils that upon arrival they would be allocated accommodation and that siblings were often split up to live in different houses.</p> <p>Ask the children to find a way of separating from their team. They should consider:</p> <ul style="list-style-type: none"> * Whether they separate at the same time or one at a time? * How they separate. What actions will they use? * How they might feel about this - excited by the adventure or nervous of the new experience - and how they could show this through their travel and / or final position? <p><i>Add the music and allow 3 or 4 minutes for the groups to organise their ideas into movement.</i></p> <p><i>This is potentially a sensitive issue for some children and may require careful handling.</i></p>	Space

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Composition

Ask the pupils to recall the different sections:
* Weaving their way through the other members of their group to show the journey of the evacuees out of the cities.
* Separating / spreading out to communicate the children being sent to different houses.

Ask the groups to consider how they could arrange this: eg -
* The journey section followed by the spreading apart
* One person journeys through, then separates; the next person journeys through, then separates (and so on)
* Start in their separated positions (to suggest their homes in the city being in different locations); joining together (as if meeting at the railway station); travelling section; separating section.

Some groups may add in extra material suggesting other ideas - eg packing a suitcase, carrying a gas mark, being reluctant to leave home, etc.

Structure

Performance

Ask one group to perform to another group and ask the viewing group to film the dance as well as consider:

1. Do the sections connect and blend together effectively?
2. Have the performing group used facial expression to communicate how they feel about their new home?
3. Do they have a clear starting and finishing position?

Ask the groups to feedback using the dance film to illustrate their points effectively before changing over roles.

Analysis

Cool down

Ask the pupils to find a space and imagine that they are on a train.
Ask them to gently rock as if being swayed by the rhythm and motion of the train.
Take the opportunity to remind pupils that while many evacuees were reluctant to leave their family it did mean that they were going to be much safer and that many of them enjoyed the experience.

Rhythm

Music