

**Lesson Objectives ~**

The story of 'King Midas' and being careful what you wish for.  
Creating 3D shapes to represent objects.

**Success Criteria ~**

Clear communication of shape based work.  
Control and precision in the shapes.

Warm up

**Ask pupils to find a space, then travel around the room for 8 counts followed by standing still for 8 counts.**

*Repeat 2 or 3 times for pupils to familiarise themselves with the phrasing.  
Then add music and repeat.*

**Ask pupils to repeat the task but encourage them to vary how they travel and to hold their still shape like a statue.**

*Add the music again and count for 2 or 3 times before allowing them to do so for themselves.*

**Ask pupils to repeat the task once more, but this time they can pause whenever they like and for how long they choose.**

*Ensure that they have sufficient space and are aware that others around them may stop at any point.*

Counting and Control

Context

Remind or inform pupils of the story of King Midas who lived in a castle with his daughter and a beautiful rose garden. After being kind to a satyr he was offered a wish and he foolishly asked that everything he touched turned to gold. He soon realised his mistake when his food turned to gold...and then so did his daughter when he touched her!  
Midas begged that his wish be retracted...and it was.

Creative Exploration

**Ask pupils to get into groups of 3, 4 or 5 and find a space together.  
Explain that you are going to name some everyday objects and that they have 10 seconds to build it as a team using only their bodies:**

- \* A flower
- \* A book
- \* A fire
- \* A fountain.

*After each object countdown from 10 to zero steadily.*

**Ask the groups to think of an object and to take the next 30 seconds to work out how they could make it. Remind them that Midas was a king - so they may wish to consider what sort of objects he might have had in a palace.**

*Encourage the groups to work quietly as in a moment they will show their shape to another group to work out what it is.*

*Either team one group up to look at the work of another, or quickly move from group to group gathering suggestions. Ideally with reasons: 'I think that's a \_\_\_\_\_ because\_\_\_\_\_.'*

Space and Teamwork

Step-by-Step  
Dance 7 - 11  
Mythical stories  
*The Midas Touch* - Ancient Greek

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<b>Creative Exploration</b>	<p><b>Ask pupils to say 'goodbye' to their team for a minute or so and find a space. Remind them of the game of 'Musical Statues'. Explain that they are about to play a slightly different version of the game. When the music plays they can move around the room - but when the music stops they need to quickly find their group and recreate the shape from the previous task.</b></p> <p><i>Add the music and encourage the children to travel, jump, turn, vary direction and level as they go. Try not to prompt them when the music stops.</i></p> <p><i>With inexperienced groups you may wish to specify how they move around the room - eg 'This time you can jog, hop or slide...' Or 'This time try to spin, jump or wriggle...'</i></p> <p><i>With an experienced class you could repeat this several times recalling the different objects from earlier - eg 'Fountain', 'Flower', etc - or you could even throw in some entirely new ideas - eg 'A door', 'A cat...' etc.</i></p>	<b>Travelling and Teamwork</b>
<b>Composition</b>	<p><b>Select one child from the class to represent King Midas.</b></p> <p><b>Ask the others to find their own space again and to move around the room in their own way. But if Midas makes physical contact with someone they need to turn to gold and the rest of their team need to join them in their group shape and hold still.</b></p> <p><b>The others continue to dance until Midas has made contact with one person from their team.</b></p> <p><i>Continue until the everyone except Midas has turned to gold.</i></p> <p><i>You could repeat this several times - with a different child representing Midas - always ensuring that the whole class are still.</i></p>	<b>Travelling and Control</b>
<b>Performance</b>	<p><b>Take the opportunity to film this at least once through. You could give a tablet to 'Midas' to see how it looks from their perspective as well as how it looks from the audience's viewpoint.</b></p> <p><b>Give pupils the opportunity to see the contrast between everyone moving and everyone still.</b></p> <p><i>Ask the pupils to consider how the different dynamics affects the setting, how does this make Midas feel? How would we feel if we were unable to have any physical contact with our families and friends, etc.</i></p>	<b>Review and Reflect</b>
<b>Cool down</b>	<p><b>Ask pupils to find a space and make a shape that they can hold as if they were made of gold. Ask them to recall that Midas's request to undo the wish was granted - so everything returned to normal. Ask them to imagine that they are changing from gold back to their normal state. First it might affect their fingers and toes - can they wriggle them? Then their feet and hands...then their arms and legs can bend and twist. Finally their back can arch and lengthen, wriggle and curve - and they can tilt and nod their head.</b></p>	<b>Flexibility and Control</b>

**Suggested music**