

## Lesson objectives ~

To be able to name and identify a range of emotions.  
To select appropriate dynamics to portray different emotional states.

## Success criteria ~

Uses 'emotion' words as a stimulus for movement.  
Responds appropriately to the direction/instruction given by a partner.

Warm up	<p><b>Give each child a piece of material/ribbon and ask them to find a space and take 2 to 3 minutes to explore using their prop.</b></p> <p><i>Add the music and remind the children of the tasks from the previous lessons: i) exploring the space around them; ii) finding different ways to pull the ribbon/material taut; iii) exploring ways of scrunching the ribbon/material and hiding it. Expect to see an increase in the variety of actions the children produce.</i></p> <p><i>Ask the children 'How does that make you feel?'</i></p>	Actions and Feelings
Context	<p><b>Remind the children of the words they used in the previous lesson to describe the feelings they associated with the different actions using the ribbon/material.</b></p> <p><i>You may wish to introduce a list of the words from earlier as a prompt.</i></p>	Words and Feelings
Creative exploration	<p><b>Select one of the words from the list and ask the children to take the next 2 minutes or so to make their material/ribbon move in that way.</b></p> <p><i>To support less experienced children, it may help to ask 2 or 3 children to demonstrate a possible interpretation before everyone engages with the task.</i></p> <p><i>Add the music for 2 minutes or so and describe what you see, referring particularly to the quality/emotion - eg 'Pat's ribbon/material is calmly moving from side to side, gently and smoothly swaying.'</i></p> <p><b>Repeat this process 3 or 4 times, selecting a different word each time.</b></p> <p><i>Try to pick contrasting words - eg smooth, bouncy, secretive, etc.</i></p> <p><b>Ask the children to put the ribbon/material away and return to a space of their own. Then repeat the previous task using the same words as before but without the prop.</b></p> <p><i>It may help to imagine that they are holding an invisible ribbon/material, as in the previous lesson.</i></p> <p><i>Add the music for 2 minutes or so before moving on to the next word.</i></p>	Dynamics and Projection
Performance	<p><b>Ask the children to find a partner. One is about to be the 'dancer' and the other is going to be the 'teacher'.</b></p> <p><i>Reassure them that they will change over roles in approximately 1 minute.</i></p> <p><b>Ask the teacher to recall the words they have just been exploring - eg smooth, bouncy, secretive, etc. In a moment they will say one of these words to their dancer who will perform an action that communicates this quality/idea. When the teacher is ready they can say a different word for their dancer to perform.</b></p> <p><i>It will probably help to have one pair give a demonstration of the process.</i></p> <p><i>Add the music for 1 to 2 minutes and support any pairs as needed.</i></p> <p><i>The action responses to the words are likely to be varied. It is how the children perform the action that is the focus of the activity.</i></p>	Actions and Analysis

**Step-by-Step  
Dance 5 - 7  
Who am I?  
Connect**

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**Performance cont'd**

**Change over roles and repeat the process.**

**Ask the pairs to change over roles again but this time it is up to the dancer what actions from the list they decide to perform and the teacher to identify the emotion being shown.**

*Add the music for 2 minutes or so and again support any pairs as needed.*

This requires the children to observe closely, analyse the quality of the action and select an appropriate word. So to support less experienced children it may help to focus on just 3 or 4. Alternatively have a list of words to hand.

**Change roles and repeat the process.**

**Actions and  
Analysis cont'd**

**Performance**

**Ask the children to stay with their partner and for both to return to the role of dancer.  
Give each pair one juggling scarf or ribbon between them.**

**Ask one of the pair to use the ribbon/juggling scarf and to select the words they wish to use as their stimulus and move appropriately while the other responds to the ideas without the use of a scarf.**

**After about 30 seconds to 1 minute ask them to change over and repeat the process.**  
*Add the music and observe how the pairs respond to the task. Some will mirror each other; others may use contrast while some may decide to share the ribbon/juggling scarf.*

**Allow sufficient time that they can change roles several times.**

**Awareness of partner**

**Cool down**

**Ask the children to say goodbye to their partner and find a space of their own again.  
Ask the children to take the next 2 minutes to dance the emotion of \_\_\_\_\_. Select one of the relaxed emotions from your word bank - eg smooth, calm, floaty, soft, gentle, etc.**  
*Add the music and take the opportunity to observe what the children are doing and whether their actions accurately convey the word selected.*

**Dynamics**

**Consolidation**

**Remind the children of the words/feelings that they focused on in the lesson and what other 'feelings' can they identify.**