

Lesson objectives ~

To connect and apply movement qualities with emotions.

Success criteria ~

Applies a range of dynamic qualities.
Identifies dynamics/emotions in the work of others.

Warm up

Give each child a piece of material/length of ribbon and ask them to find a space and take 2 minutes to explore using their prop.

Add the music and encourage the children to use different levels, change how they are holding the material/ribbon, vary the speed of their actions, explore the space around them, etc.

Remind the children of the previous lesson and how they explored pulling the material/ribbon taut. Ask the children to take the next 2 minutes to include some pulling actions into their work.

Add the music for another 2 minutes and describe the different ways you see the children using the material/ribbon - eg 'Brogan has the ribbon under one foot and is pulling it tight with a hand', or 'Sascha is just using fingers to hold the material low to the ground'.

Finally, remind the children of how they scrunched the ribbon/material and found different ways of hiding it.

Recap the 3 ways they have used the material/ribbon: i) exploring the space around them (large, expansive movements); ii) pulling the ribbon/material tight (strong, clear shapes); iii) scrunching the ribbon/material and hiding it (typically small, low, curved actions).

Ask them to take the next 2 minutes to perform these actions in any combination they like.

Add the music and describe what you see.

If some children are performing particularly well you may consider pausing the others for 30 seconds or so and highlighting their work, describing the qualities they are including - eg changing between the three movement ideas frequently and fluently; varying the level, direction, speed of their actions; or using the material/ribbon in an unusual and imaginative way.

Range of actions

Context

Remind the children of the feelings that they associated with the different actions in the previous lessons - eg i) exploring the space with the ribbon/material (free, relaxed, calm, floaty, peaceful); ii) pulling the material taut (tense, powerful, strong, tough, solid); iii) scrunching the ribbon/material (secretive, scared, happy, bouncy).

It is quite possible that the children will come up with different emotions to those listed above and may open some interesting conversations regarding the connection they have made.

Creative exploration

Ask the children to put the ribbon/material away but to imagine they are still holding it.

Ask the children to take the next 2 minutes to explore the space around them with their invisible ribbon/material - to allow it to waft, float, glide, swish, fly, drift, etc.

Add the music for 2 minutes or so and take the opportunity to observe the work that the children are doing - identify whether or not they have sustained the same quality of action they had when using the prop, but also the different emotional qualities they had previously listed.

Ask the children to repeat the previous task but this time including actions for pulling the material/ribbon taut.

Add the music for another 2 minutes or so and describe what you see the children doing. Look closely to the different dynamics they are using: the strength in the 'taut' actions, against the lightness in the 'exploring the space' actions.

Ask the children to repeat the task once more. This time they can also include the actions where they scrunch the ribbon/material.

Add the music for a further 2 minutes or so and describe the emotions that you see the children communicating - eg 'Lennox is looking very secretive tucked away there!' or 'Chris's material looks very happy as it bounces along'.

Dynamics

Step-by-Step
Dance 5 - 7
Who am I?
Feel

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Performance

Ask the children to find a partner or get into a 3 and move so they are next to them. Ask one to be the 'dancer', while the other(s) will be the 'watcher(s)' - or 'observers'/'audience'. Reassure them that they will change over roles in 1 minute. Ask the dancer to repeat dancing with their invisible ribbon/material, combining exploring the space, pulling the material taut and the scrunching actions in any order.

Ask the watcher to describe how they think the dancer is feeling as they dance, and to say the words out loud. Remind the watchers that the mood of their dancer might change often as they move from one action to another.

Add the music and support the children with their selection of appropriate words. These might include calm, excited, frightened, furious, bored, etc.

Change over roles and repeat the process.

Briefly collate a bank of the words that the children used to describe the emotions they identified while their partner was dancing.

Analysis

Cool down

Ask the children to find a space of their own again and give each child a piece of material or ribbon once more.

Ask the children to take 2 minutes to find different ways of balancing their prop on different parts of their body.

It may help to guide the children through a few suggestions to start - eg 'Can it balance on your shoulder? What about on your back? Or the back of your hand..?'

Add the music and continue to prompt using the ideas that the children are demonstrating or suggest - eg 'Max has it on a finger!' or 'Dale has it balanced on the top of a foot!'

Balance and control

Consolidation

Review the list of words that were collated during the 'performance' section of the lesson and ensure that the children understand the meaning of the words/emotions.

Language