

Lesson objectives ~

Understanding seeds come in different shapes and sizes; understanding what a seed needs for growth; wearing appropriate protective clothing.

Success criteria ~

Use of different shapes and sizes.
Use of complementary roles in pairs.

Ask the children to find a space and make a small, round shape (like a poppy seed), then find another way of making a small shape, and another, and another...

Describe the shapes that some of the children are creating to reinforce the names of body parts they are using and the language that portrays the shapes as well as prompting ideas in others.

Repeat the process asking the children to find a way of making a large, flat shape (like a pumpkin seed).

Again, ask them to find 4 or 5 different ways of doing so. You might suggest they include stretches, balances or change between standing/lying to add challenge.

Repeat the process asking the children to find a way of making a spiky shape (like sticky weed).

Again, ask them to find 4 or 5 different ways of doing so. You might suggest that they use their joints to make angular shapes, as well as fingers and/or toes to suggest spikiness.

Repeat the process asking the children to find a way of making a wide, curved shape (like a maple seed).

Again, ask them to find 4 or 5 different ways of doing so. You could include that maple seeds often come in pairs creating a V shape and that they look like wings.

Ask the children to take the next 2 minutes to find different ways of making and moving between the shapes of the different seeds.

Add the music and describe what you see and what this suggests - eg 'Kit is using hands to make a V shape, so I think you are showing a maple seed'.

Context

Explain to the children that seeds come in a wide range of shapes and sizes and that they need soil, sunlight and water in order to grow.

Explain that for planting a hole is usually made and the seed dropped in. It is then covered up before being watered and left to grow. Explain that gloves should be worn when handling either seeds or plants.

Creative exploration

Ask the children to find ways of making the shape of a hole (ready for the seed) using their bodies.

To add challenge to this task you could ask them to vary the size of the hole according to the size of the seed.

Repeat this task asking them to make the hole shape small at first and gradually increase its size (until it is big enough for the seed) and then make the hole smaller as if it is being refilled with soil.

Ask the children to repeat this several times using different body parts, varying the level (low = lying / medium = sitting / high = standing).

Add the music for up to 2 minutes and describe what the children are doing.

Space and size

Size

**Step-by-Step
Dance 5 - 7
Out and about
Planting seeds**

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Creative exploration cont'd

Ask the children to find a partner and label them A and B.

Ask child A to recreate one of the shapes they made to show the hole.

Then ask child B to find a way of placing a seed into the hole their partner has made and finish this with the hole closing again. Remind children that gloves should be worn.

Depending upon the age and level of experience of the children they could either: alternate roles, so child B then creates the shape of a hole for A to gesture placing a seed into it; or child A could create another hole shape for B to continue with their planting role. Then after 4 or 5 turns the children change over.

This task could be performed in larger groups where one plants the seeds and the other children create the 'hole shapes'.

Play the music quietly in the background.

Ask the children to recall what the seed needed in order to grow: i) soil (which they have covered), ii) water; iii) sunshine.

Ask the children to show an action that would suggest water. This may be from a watering can (which might include tilting combined with a gesture to suggest the water sprinkling) or from rain (which is often communicated by reaching upwards and gradually lowering to the ground with a gesture to suggest raindrops falling). It is worth encouraging the children to consider both options and different ways they might perform them - eg can they show raindrops with their feet or their shoulders? To show the watering can should they bend to the side or perform a balance?

Repeat the process with an action to show sunshine.

These are usually large, expansive actions to show the spreading of sun rays. Again, the children may consider whether they do this standing, sitting or lying or whether they include a balance or a turn.

Composition

Ask the pairs to return to their previous task where one creates the shape of a hole and the other places a seed within it before the hole is refilled. But ask the child who has planted the seed to add an action to show the seed being watered or the sun warming the soil. It may help to select a pair to demonstrate this.

Add the music for 3 to 4 minutes.

Repeat as before, either alternating or maintaining the same role until guided to change over.

Encourage the children to explore different ways of creating and closing the shape of the hole, placing seeds of different shapes or sizes each time, and varying whether it is the sun or the rain (some children may elect to do both).

Add the music and observe their actions, identifying any that require additional support or challenge.

Performance

Ask 3 or 4 pairs to show their duets.

Ask the observers to see if they can: i) name the body parts used to create the shape of the hole; ii) identify whether they showed the seed being watered or warmed and how they showed this.

After approximately 1 minute select a different 3 or 4 pairs to show their work and repeat the process until everyone has had the opportunity to perform.

Complementary actions and projection

Sequencing and projection

Projection and analysis

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Cool down

**Ask the children to say goodbye to their partner and find a space again.
Ask the children to show a sunshine action; then a watering action; then a different sunshine action (and so on).
Encourage the children to stretch fully with each movement.**

Extension

Consolidation

Ask the children to reflect upon the activities they have covered in the lesson and what they recall about: i) the shapes and sizes of different seeds; ii) what seeds require for growth (soil, sunlight, water).

Reflection