

**Lesson objectives ~**

Understanding that the skin is the organ primarily concerned with the sense of touch.  
Understanding that touch enables us to judge texture and temperature.

**Success criteria ~**

Manipulates their material/ribbon in a variety of ways.  
Uses related descriptive language accurately.

**Warm up**

**Ask the children to find a space and sit down. Give each a piece of material - eg a length of ribbon or a juggling scarf. Ask them to remain on their spot and take 2 minutes to use it in any way they please, suggest that they use the space in front, to the side, behind or above them.**

*It may be important to outline any safety advice, such as not placing it around their neck and making sure they do not step on it.*

*Add the music and use the opportunity to observe how the children use the prop. The choice of music will affect the responses of the children. You may also need to remind them to move the prop from hand to hand or use both hands*

**Remind the children that they were using low and medium level actions in the previous task. Ask the children to repeat the activity but now include high level actions as well, so this may include them stretching upwards, standing, or balancing.**

*Add the music for another 2 minutes or so and describe the actions that you see the children perform. Continue to prompt them to vary how they use the space around them (in front, to the side, behind, overhead, under).*

**Ask the children to perform the task one more time but to consider different ways of 'holding' the material. Take a moment to gather ideas from the children of other ways of holding the material - eg using the other hand, using both hands, balancing it on a shoulder, in the crook of the elbow or knee.**

*If the children wish to balance it on a foot you may wish to suggest that they sit down to do so. Add the music for another 2 minutes or so and describe the body parts that you see the children using. Encourage them to explore using different body parts - eg back, hip, head, etc.*

**Manipulating a prop and Levels**

**Context**

**Ask the children to describe how their prop feels. This may include the texture of the object, its weight, the temperature - as well as how the prop moves.**

**Juggling scarves or ribbons may be described as soft, floaty, light, flowing, smooth, thin, silky, gentle, delicate, graceful, curving, fluid, calm, gauzy, elegant, etc.**

**Encourage the children to stroke the material onto their cheek, shin, back of their hands, forearms, to experience the texture on different surfaces of their skin and compare how they feel as well as reinforcing that our skin is the organ primarily responsible for touch.**

**Tension and Size**

**Creative exploration**

**Ask the children to find a way of pulling their material so that it is taut, then another and another.**

*Encourage them to find different ways of doing so - eg using different body parts to hold the material; using different levels (high, medium and low); using different directions (in front, behind, to the side, over, under).*

*Describe the different responses you see.*

*Ask the children to notice how the material feels when pulling it tight and how the tension in their body has altered in doing so. They might describe this as tight, tense, strong, powerful, tough, stiff, etc.*

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<p><b>Creative exploration cont'd</b></p>	<p><b>Ask the children to take the next 2 minutes to find different ways of pulling their material into a variety of shapes.</b> <i>Add the music and describe what you see.</i></p> <p><b>Ask the children to find a way of scrunching the material into a small shape so that it is hidden from sight. Then find a different way of hiding it, and another, and another.</b> <i>Guide the children to find different ways of hiding the material - eg sit on it, lie on it, tuck it under an arm, etc.</i></p> <p><b>Ask the children to notice how the material feels when pressed against their skin. They might describe this as ticklish, delicate, bouncy, spongey, scratchy, etc.</b></p> <p><b>Ask the children to take the next 2 minutes to find different ways of hiding their material.</b> <i>Add the music and again, describe what you see the children doing.</i></p>
<p><b>Composition</b></p>	<p><b>Recap the 3 different ways the children have used the material/ribbon and describe how each action felt.</b></p> <p>Swirling, floaty action - smooth, calm, twirling, gentle, etc Stretching, pulling - taut, tense, tight, etc Scrunched up, hidden - bouncy, springy, happy, etc</p> <p><b>Ask the children to take the next 2 minutes or so to perform any of the above actions in any order/combination they like.</b> <i>Add the music and describe what you see the children doing and the mood that communicates - eg 'Pia is pulling the material overhead. I can see the tension in your arms, that looks strong and fierce.'</i> <i>It is worth noting the facial expression and tension in the body.</i></p> <p><b>Ask the children to find a partner and to face each other.</b> <b>Ask them to repeat their dances using the three different action ideas while remaining facing each other.</b> <i>Add the music for about 2 minutes and take the opportunity to observe the children and remind them to continue to face their partner.</i> <i>It is quite likely that some will begin to mirror each other, while others will 'set' material and create a repeatable movement phrase and others will continue to improvise, this differentiation is natural at this age.</i></p> <p><b>Ask the pairs to repeat the previous task but this time they might find ways to work together, this might include: i) Mirroring; ii) Moving their material in the space around their partner's body; iii) Exchanging the material/ribbon; iv) Sharing the material/ribbon</b> <i>Add the music for another 2 minutes or so and observe how the children are working together.</i></p> <p><b>Ask the children to describe how it felt when working together.</b> <i>This is a slightly ambiguous question, so there might be answers that refer to the texture of the material, whereas some might respond by describing their emotions.</i></p>
<p><b>Tension and Size cont'd</b></p>	<p><b>Improvisation and Partner work</b></p>

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<p>Understanding that the skin is the organ primarily concerned with the sense of touch.</p> <p>Understanding that touch enables us to judge texture and temperature.</p>		Manipulates their material/ribbon in a variety of ways. Uses related descriptive language accurately.
Performance	<p><b>Select 3 or 4 pairs to share a sample of their work for the others to observe their ideas.</b>  <b>Ask the observers to see if they can identify how the students are using the material and what this made them think of or feel.</b></p> <p><i>Add the music for about 1 minute. Then gather the thoughts of the observers before selecting a different set of students to share their work.</i></p>	Analysis
Cool down	<p><b>Ask the children to find a space of their own again and to move their material in a calm and relaxed way.</b></p> <p><i>Add the music and describe what you see the children doing. Try to include dynamic words such as gentle, light, smooth, soft, flowing, fluid, delicate, graceful, silky, effortless - eg 'Malik is tilting from side to side in a soft and smooth way' - so that the action (tilting), the space (side to side) and the dynamic (soft and smooth) are all included.</i></p>	Dynamics
Consolidation	<p><b>Ask the children to reflect upon the lesson and think of a word that describes the material/ribbon - either how it felt on their skin, how it moved, or how it made them feel.</b></p>	