

Dance, Year 2, L1 - Secret Garden**Success Criteria**

- Use counts of 8 to help you stay in time.
- Use different levels and shapes.

Equipment Hoops x 30 , Secret Garden (Audio) , Secret Garden L1 (PDF)

Learning Objective THEME: Secret Garden
To remember, repeat and link actions to tell the story of my dance.

Whole Child Objectives

Social: To watch other people quietly, showing respect.

Emotional: To explore a task independently before asking for help.

Thinking: To provide feedback using key words.

10
Mins **Warm Up and Introduction****The secret garden:**

Tell pupils their dance is inspired by a secret garden. There is a big door to the secret garden and they need a key to open it. Q: What might you find in a secret garden?

The key to the garden:

(a) Pupils stand in a circle. Explain they are going to pass the key (a clap) around the circle. The teacher starts the clap by twisting to one side and clapping. The pupil next to the teacher repeats and passes the clap to the next pupil etc.

Practise a few times and see how quickly they can pass the key.

Concentrate and be ready to take your turn. Turn and look at the person next to you as you clap to help them.

(b) Tell pupils in dance, we need to be able to count the music so that we know which actions to do and can stay in time with the music and other people. We use counts of 8 to do this.

Play the music and count the music aloud with the pupils. Can they clap as they count?

(c) Pass the key around the circle again with all pupils counting aloud and taking turns to clap on the beat. Take the counting away and see if the pupils can still clap on the beat.

Make this easier by continuing to count aloud.

Planting flowers:

(a) Pupils stand in their own space and begin by walking, weaving in and out of each other. Change the travelling action to skipping.

Look for space to move into and change direction to avoid others.

(b) Complete each action for 8 counts; walk, skip, walk, skip, repeat. *Teacher note: count aloud in 8s to help pupils to know when to change the action.*

Make this harder by not counting aloud to see who can stay in time.

(c) Q: What actions could you use to show planting flowers? E.g. scooping, digging, extending arms to sprinkle seeds, turning to water seeds. With the music, pupils explore their own planting action and share ideas.

(d) Add the actions together performing each for 8 counts, walk, skip, planting action and repeat.

Q: What happens to your body as you start to move? What changes are happening as you move more and more? Why?

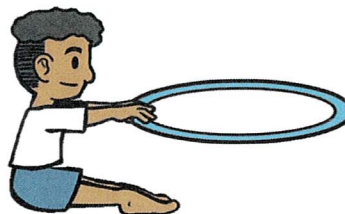
30
Mins **Skill Development****Getting the nectar:**

Tell pupils that bees collect something called nectar from flowers to make honey. They do this by climbing onto the flower and sucking it up.

(a) Give each pupil a hoop (flower). Pupils explore balances and shapes using different body parts. They may want to balance with the hoop on their foot or arm or they could balance inside the hoop. Practise holding each balance or shape for 8 counts.

Squeeze your muscles to help you to hold your shape or balance. Use different levels and shapes.

(b) Play the music, pupils to change their balance or shape every 8 counts.



The waggle dance:

Tell pupils that bees teach each other where there is food by doing something called the 'waggle dance'. Bees perform different movements to tell other bees in their hive exactly where they have found their new fantastic food.

(a) Pupils explore the space inside their hoop. What actions could they do to show other bees where there is food. Can they wiggle, jump, spin, hop? Share ideas.

Consider how the bee might be feeling if they have found food and use actions to show this.

(b) Pupils create 8 counts of actions inside their hoop using at least two different actions e.g. jump 4 counts and wiggle 4 counts. Practise this with the music.

Consider what each body part should be doing during the movement to look quality.

Make this easier by just choosing one action and repeating it for the whole 8 counts.

Busy bees:

Tell pupils that once the bees know where the new food is, they travel from flower to flower to get their nectar.

(a) Pupils stand next to their hoop. They explore travelling actions which could include skipping, running, crawling, jumping, sliding as they move from hoop to hoop.

(b) Pupils change their travelling action each time they get to a hoop. They also change the level of their travelling action. E.g. crawling at a low level to jumping at a high level.

Make this easier by taking out the constraint of changing levels.

Landing time:

Pupils use one hoop for this activity.

(a) Tell pupils that as they get to their flower (hoop), they are going to fly around it. Can they explore travelling around their hoop? Can they find one way to travel in a forwards direction, one way to travel in a sideways direction and one way to travel in a backwards direction? E.g. crawl backwards, slide sideways, jump forwards. Share ideas.

(b) Play the music, pupils to change their travelling action and the direction of their travelling action every 8 counts.

Listen to the teacher's counts to help you know when to change action.

Make this easier by using the same travelling action e.g. sliding but changing just the direction every 8 counts.

Structuring the dance:

In pairs, pupils place their hoops approx. four steps apart. Lead pupils through guided practise by counting aloud and prompting them of what is coming next. Repeat the structure twice through. *Teacher note: the structure of the dance is written on the visual to guide you.*

- **Getting nectar:** pupils hold a balance or shape in their hoop, 8 counts.
- **Waggle dance:** pupils perform their 8 counts of 'waggle dance' in their hoop.
- **Busy bees:** pupils travel to their partner's hoop, 8 counts.
- **Landing time:** pupils travel around their partner's hoop, 8 counts.

Think about what is coming next. Listen carefully to the counts to know when to change action.

Make this harder by taking away the counting or by allowing pairs to practise independently.

Performing the dance:

Sit half of the class at the front they are the audience. Q: What do you think makes a good audience member? E.g. showing respect, clapping each other at the end, not talking. The audience watch then change over. Audience to provide feedback thinking about the key words used in the lesson.

Encourage language such as 'staying in time,' 'using counts of 8,' 'using interesting shapes,' 'travelling at different levels or in different directions', 'stillness in their balance.' Sit quietly whilst watching. Show respect for others by clapping at the end of the performance.

5 Mins Plenary

Who showed clear and interesting actions? Whose dance did you really enjoy and why? Who was able to show stillness in their balance? Who was in time with the music and their partner? How did changing level effect the dances you watched?