

Key dance teaching points:

Breath - Important to teach the children the importance of breathing while dancing and how breath can affect movement e.g. breathing in to expand and out to relax the body.

Beat – teach children about counting the beat of the music in 8s and moving in time to it. Consider fast and slow tempo of the music.

Interpretation – discuss with children how music makes them feel and how they can use their body to reflect this and changes in the music.

Health – discuss how their bodies feel before, during and after exercise.

Key vocabulary:

Movement sequence	A combination or series of movements which are linked and flow together.
Unison	Moving together
Canon	Moving one after another repeating the same actions.
Mirroring	Copy someone else's actions at exactly the same time.
Elevation	Using jumps with dance.
Travel	Moving movements across the space.
Rolls	Moving the whole body across the floor.
Gesture / isolations	Moving one part of the body on its own.
Dynamics	Changes of body movements with speed, direction, strength and level (high or low).
Expansion and relaxation	Stretching and lengthening of the body linked to balancing. Relaxing the muscles in a controlled way when moving.

Unit overview – Children to perform choreographed dance based on into the woods theme

Lesson 1 – Travel

Lesson 2 – Elevation

Lesson 3 - Rolls and isolations

Lesson 4 – Expansion and relaxation

Lesson 5 - Dynamics

Lesson 6 – Performance and evaluation

Lots of storytelling required with this routine. You can decide as a class – are you one of the animals, or are you looking for the animals? Is this your first time in the woods? Are you feeling excited, nervous, scared about your adventure?

You need to be looking for something during the routine – what is it?

Dance planning Y1 Theme: Into the Woods Lesson 1	
Warm Up	Choose from dance related warm up in planning folder.
Skill development of dance components	Dance component focus: travel Discuss and explore different ways of travelling – think about levels (high, low, floor), directions (sideways, backwards, diagonal), solo work and partner work. Think about how you would travel / move in the woods. Use the choreography from the next section to help focus ideas on steps that need to be taught.
Choreographed task	Music: Glider (Thomas Crown Affair Soundtrack) https://www.youtube.com/watch?v=HL-2V8EvSc4 (start at 2:06)
Creative improvisation	Moving to music – The Gruffalo Instrumental; The Mouse Children listen to the music and move in a way to respond to the music considering how it makes them feel. Focus on travelling with the music.
Cool Down	Choose appropriate cool down from PE folder.

Dance planning Y1 Theme: Into the Woods

Lesson 2 –

Warm Up	Choose from dance related warm up in planning folder.
Skill development of dance components	Dance component focus: Elevation Discuss what elevation is and explore different jumps. How would different woodland animals jump? Use the choreography from the next section to help focus ideas on steps that need to be taught.
Choreographed task	Music: Glider (Thomas Crown Affair Soundtrack)
Creative improvisation	Moving to music – Brave Soundtrack; Touch the Sky Children listen to the music and move in a way to respond to the music considering how it makes them feel. Focus on travelling with the music.
Cool Down	Choose appropriate cool down from PE folder.

Dance planning Y1 Theme: Into the Woods

Lesson 3 –

Warm Up	Choose from dance related warm up in planning folder.
Skill development of dance components	Dance component focus: Rolls and isolations Discuss what isolations are. Explore moving just one part of the body at a time – imagine the rest of the body is in a block of ice! Are some parts of the body easier to isolate than others? Use the choreography from the next section to help focus ideas on steps that need to be taught – in this routine we are mainly focussing on isolating the knees, feet and ankles.
Choreographed task	Music: Glider (Thomas Crown Affair Soundtrack)
Creative improvisation	Moving to music – Ease on Down the Road; The Whiz Soundtrack Children listen to the music and move in a way to respond to the music considering how it makes them feel. Focus on travelling with the music.
Cool Down	Choose appropriate cool down from PE folder.

Dance planning Y1 Theme: Into the Woods

Lesson 4 –

Warm Up	Choose from dance related warm up in planning folder.
Skill development of dance components	Dance component focus: Expansion and relaxation Discuss and explore what expansion and relaxation is. What does it feel like to relax the muscles? What does it feel like to stretch the muscles? What different ways can we stretch and relax (while still having control in our movements). Remember – expansion and relaxation could be just with an arm line or upper body (doesn't need to be the whole body). Reflect on the previous choreography – have we already used expansion and relaxation?
Choreographed task	Music: Glider (Thomas Crown Affair Soundtrack)
Creative improvisation	Moving to music – Lord of the Rings Sound of The Shire Instrumental Children listen to the music and move in a way to respond to the music considering how it makes them feel. Focus on travelling with the music.
Cool Down	Choose appropriate cool down from PE folder.

Dance planning Y1 Theme: Into the Woods

Lesson 5 –

Warm Up	Choose from dance related warm up in planning folder.
Skill development of dance components	Dance component focus: Dynamics Discuss what dynamics are. Reflect on the choreography already taught – what dynamics have already been used and how can we apply it more to the choreography?
Choreographed task	Music: Glider (Thomas Crown Affair Soundtrack)
Creative improvisation	Moving to music – Sigor Rps; Hoppipolla instrumental version Children listen to the music and move in a way to respond to the music considering how it makes them feel. Focus on travelling with the music.
Cool Down	Choose appropriate cool down from PE folder.

Dance planning Y1 Theme: Into the Woods

Lesson 6 – Performance and Evaluation

Warm Up	Choose from dance related warm up in planning folder.
Skill development of dance components	Recap all dance components learned
Choreographed task	Recap full dance learned over previous weeks.
Performance and evaluation	<p>Split class in half or into groups and perform dance to each other.</p> <p>Children to watch and describe the performances and discuss the performances done by others using dance vocabulary.</p> <p>Comment on what children do well and how they could improve.</p> <p>Consider how they could use what they see to improve their own performance.</p>
Cool Down	Choose appropriate cool down from PE folder.