

Dance: The Seasons: Beside the Seaside Part 1

Aim:

To develop balance and co-ordination.

To perform dances using simple movement patterns showing awareness of others when working in a group.

To show awareness of others when working in a group.

Resources/Equipment:

[Lesson Pack](#)

Tambourine or other percussion instrument.

Preparation:

[Editable Non-Participation Sheets](#) – as required; [Aims Posters](#) – as required; [Video clip](#) (Teacher Note – Please check that the content in this link/links, including any comments, is suitable for your educational environment before showing. Please do not let the next video automatically play at the end of the clip. Twinkl accepts no responsibility for the content of third party websites).

Success Criteria:

I can work cooperatively in a group.

I can perform movements in canon.

I can improvise independently.

I can put movements together to create a motif.

Key Questions:

Do all waves build to the same height? Do all waves travel at the same speed? What happens to a wave after it breaks? What does the word canon mean? Can you remember what improvising is? What actions might you perform when you are going into the sea?

Key/New Words:

Improvise, waves, canon, travel, height, actions, expressions, cooperate, independently, motif, perform.

Prior Learning:

In previous lessons within this unit, children have had experience of combining dance movements and of improvising independently. Please refer to the [Progression in Dance Adult Guidance](#) resource for prior learning from the previous year(s).

Let's Get Ready

	<p>Beside the Seaside: Slide 5: Use the Lesson Presentation to introduce the next season. Which seasons have we looked at so far? Can you remember which season comes next? Explain that in today's lesson, the children will be doing some dancing as a whole class and some dancing on their own.</p>	
	<p>The Sea: Slide 6: Use the Lesson Presentation to introduce the action of the waves in the sea. Discuss how the wave builds up slowly, breaks and then travels to the shore. Do all of the waves build to the same height? Do all of the waves travel at the same speed?</p>	

Let's Get Moving

	<p>Warm-Up: On the Beach: Slide 8: Use the Lesson Presentation to introduce this activity to the children.</p> <p>This game has a series of actions linked to the beach. The children will perform each action when given the command.</p> <ul style="list-style-type: none"> Waves: The children jump the waves. Sunbathe: The children lie down. Swim: The children use their arms to perform different strokes as they move around the room. Sandcastle: The children use an imaginary spade to dig the sand. 	
	<p>Wave Action: Slide 9: Tambourine: Remind children of the video clip they watched earlier. Use the Lesson Presentation to introduce this activity. Use the tambourine to represent the sound of the waves. Children start low to the ground and then gradually grow as the wave builds up. Remind them to listen to the tambourine getting louder and to 'break' when the tambourine is hit. They could use their arms to show a breaking movement above their heads and sink down lower. Remind the children to stop at different heights each time as not all waves are the same.</p>	
	<p>To the Shore: Slide 10: Use the Lesson Presentation to show children how they are going to work in groups to represent the waves. What happens to the wave after it breaks?</p> <p>The children will build up gradually, break and then travel towards the shore. Encourage the mixed-ability groups to move at different speeds each time. The children might want to hold hands for the travelling part. Remind the children of the key points for working cooperatively and for showing awareness of others when they are in a group.</p>	
	<p>The Sea: Slide 11: Use the Lesson Presentation to explain what is meant by a canon effect. What does the word canon mean?</p> <p>The children will need to line up in their groups at one end of the room. Use the tambourine to control each group so that the children build up as waves, break and then travel towards the shore. Once they have finished travelling, they need to rejoin the line to keep the sea motion continuous.</p>	

	<p>Time to Improvise: <i>Slide 12:</i> Use the Lesson Presentation to remind the children about improvisation. Can you remember what improvising is? Give the children a couple of minutes to think about what actions they might perform in the sea and share these with a partner. Give the children time to explore some actions. Identify and show good examples as the children are working. Ask the children to combine two or three movements to create a simple motif.</p> <p> Provide the children with specific actions as a starting point: dip your toes in one foot at a time to see if the sea is cold; splash the other people around you in the sea using big splashes and small splashes; jump over the waves; put different parts of your body under the water one at a time.</p> <p> Challenge the children to add more specific details to their movements.</p> <p>Use your face and actions to show someone the temperature of the water; move around the sea using different actions; jump the waves using different types of jumps; splash the other people around you in the sea using a different arm movement each time that you splash.</p>	
	<p>Cool-Down: Under the Sea: <i>Slide 13:</i> Use the Lesson Presentation to introduce this activity to the children. Guide the children through the actions of each of the sea creatures (listed in the suggested order).</p> <ul style="list-style-type: none"> • Dolphin: Leaping turns/twists and graceful arm actions. • Jellyfish: Moving carefully backwards using sweeping arm actions. Encourage the children to stretch their arms as much as possible and arch their backs as they move. • Octopus: Moving up and down and shaking arms and legs. 	

Let's Review

	<p>Unison and Canon: <i>Slide 15:</i> Use the Lesson Presentation to recap the meaning of the words unison and canon. Can you explain each word to your talking partner? When have we used each of these in our dancing?</p>	
	<p>Star Rating: <i>Slide 16:</i> Use the Lesson Presentation to allow children to evaluate their performance.</p>	

Extratime

Identify examples of other creatures that live under the sea and talk about how they move. Ask children to explore these movements in groups, performing one movement in unison and one using a canon effect. Let the groups perform for each other and evaluate how well they have used unison and canon.

Assessment

<p>All</p> 	<p>Can show some awareness of others when working in a group.</p>	<p>Children:</p>
	<p>Can perform given ideas independently.</p>	<p>Children:</p>
<p>Most</p> 	<p>Can work effectively within a group to perform a section of dance in canon.</p>	<p>Children:</p>
	<p>Can improvise independently and combine actions to create a short motif.</p>	<p>Children:</p>
<p>Some</p> 	<p>Can explain independently what is meant by unison and canon and give examples of when they have been used.</p>	<p>Children:</p>
	<p>Can develop their ideas during improvisation and combine actions to create a short motif.</p>	<p>Children:</p>