



OPPOSITES

OBJECTIVES:

This session children will focus on tempo and rhythm. They will learn the meaning and definition of 'Opposites'. Children will have the opportunity to engage as a team and express themselves freely. This type of play also develops children's imaginations which are closely linked to creative development. They will explore the use of props; role play and a wide range of music. There will be opportunities for children to react, talk, imagine and respond to music. Doing this they will gain knowledge of the world, be creative and imaginative, develop their personal and social skills, and of course, moving will encourage healthy, physical development.

RESOURCES:

- Torch or lights – (on and OFF)
- Bubbles
- Brick
- Lemon
- Sugar
- *Parachute
- *Wooden Claves
- CD – Session Plan
- *Spatial Spots

OPTIONAL- Before the movement lesson.

As a class- Explore the props: Lemon/Sugar...Bubbles/brick and lights on/Off. Encourage a class discussion on other opposites the children can find.

INTRODUCTION – Warmups- Use sequencing markers to encourage spatial awareness.

Teddy bear teddy bear turn around	(Turn around)
Teddy bear teddy bear touch the ground	(touch the ground)
Teddy Bear Teddy Bear Shoe your shoes	(arms out to the side and raise foot off the floor, encourage straight leg and pointed toe)
Teddy Bear Teddy Bear that will do	(shake pointed finger)
Teddy Bear teddy bear climb the stairs	(pretend to climb the stairs)
Teddy Bear Teddy bear say your prayers	(hands together in prayer position)
Teddy Bear Teddy Bear turn out the light	(imitate switching off the light, sound a 'click')
Teddy Bear Teddy Bear Say goodnight!	(hands together under tilted head and close eyes, after a short while of sleeping, wake up with a clap and a jump)

Warm up Routine – This routine combines cardio work out and stretching, both crucial before engaging in movement-based activity.

House/mouse: Stretch up tall, squat small, repeat 3 times

Frog bounces: In squat position- bounce

Grow: Slowly raise to standing

Bouncy scarecrow: Arms out to side, knee bends in time with the music

Runners: Jogging on spot, knees high, the kick behind try to kick your bottoms

Jack in the box: Down in squat, one high jump in the air followed by small jumps, repeat

Windmill arms: both arms straight moving backwards and then forwards



Shrugs: Shoulder lifts, shoulder drops, one at a time
Looks: look to left, middle, right middle, up, middle, down, middle, tilt, side, tilt, side
Head rolls: Slowly roll head alternate directions

Music: - Abba – Super trouper

ACTIVITY – Opposites

- Introduce the children to the activity demonstrating these Opposites: loud and quiet, happy and sad, near and far, short and tall, heavy and light, asleep and awake.
- Explain: we are going to listen to the music; when the music is quiet, we will tip toe with fingers on lips, when the music is Loud, we will skip/gallop around the room. Ensure you are listening as the Tempo/dynamics of the music changes.
- **WARNING:** Children must move clockwise around the room, no overtaking, be aware of children around you.

First Track: Bjork: Oh, So Quiet

- Ask the children to spread out around the room and to all face the same direction. During the activity re-enforce accurate Listening and responding.
- Repeat the activity

EQUIPMENT: -LARGE PARACHUTE

Spread the parachute out on the floor and ask the children to surround the parachute and select a handle. CHILDREN MUST NOT WALK ON THE PARACHUTE AS IT WILL BE SLIPPERY.

Explain the parachute must remain still unless the teacher says otherwise.

EXPLORE OPPOSITES WITH THE PARACHUTE

UP/DOWN

WALKING AROUND CLOCKWISE/ANTICLOCKWISE

WALK IN AND OUT (GATHERING THE PARACHUTE TO ENSURE CHILDREN DO NOT TRIP)

Move with the parachute as above to the fast music

Using the slow track: Select a group of children (half the class) to go underneath the parachute and lay on their backs, keeping some space away from other children. The other children remaining outside the parachute will spread out and hold the handles, gently lower and lift the parachute to the music. The parachute will reach the children's faces (nose tickling), ensure legs are still, and then repeat with the second group of children.

RHYME

Act out the following rhyme:

Jack in the box as small as a mouse, Jack in the box as tall as a house

PERCUSSION – Wooden Claves – Music – Rhythm sticks



Give each child 2 wooden claves. Make a circle, well spaced out and sing and move accordingly to the song.

Sticks up high and Sticks Down low
Let's tap our sticks and around we go
Let's shake our hips and tap our sticks to the rhythm
Repeat Chorus

Let's Stretch Up, Up Up Up Up Up, up
And down, down, down, down, down, down down
To the left, left left left left left left left
And the right right right right right right right right
In front front front front front front front front
And back back back back back back back back

Repeat Chorus
Let kick our legs and tap our sticks together,
Kick kick kick kick kick kick kick
Repeat Chorus

AND MORE

Sit in a circle and select a child to demonstrate an opposite, then ask another child to demonstrate the opposite....children may need some guidance

Happy/Sad

Quiet/Loud

Asleep/Awake

Fast/Slow

Near/Far

Fierce/Timid

Hungry/Full

Up/Down

Excited/Calm

AND MORE:

Ask the children to Listen again to the two pieces of music and listen to the differences.

Track one: Hangar 84 - System 7

Track two: Tranquillity – A midsummer Nights Dream