



dance - drama - music

A TRIP TO THE ZOO

This session children will focus on the expanse of a classical orchestra and the interpretation of sound. They will represent their own ideas, thoughts and feelings through music and dance. They will have the opportunity to engage as a team. They will know about similarities and materials and living things, and respond appropriately. 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. 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.

INTRODUCTION – Warm ups- 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 position)	(hands together in prayer)
Teddy Bear Teddy Bear turn out the light sound a 'click')	(imitate switching off the light,
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 and 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:- Jackson 5 -ABC

ACTIVITY – A TRIP TO THE ZOO

- Introduce the children to images or small world wild animals
- Ask the children to make the sounds of the animals
- Discuss their habitat and how a zoo helps us to learn about these animals.
- Discuss the eco/environment issue of space and impact on the environment and extinction
- Discuss the food they eat
- Explain 'We are going to become the animals' .

The following pieces of music are allocated to express each animal. Ensure the children have enough space and only become 'vocal' on your instruction.

Peacocks, snakes, elephants, Kangaroos, seals, exotic birds, Giraffes, Lions, monkeys, etc. Make sure that the children re-in act the animals to the best of their ability, encourage them to re-create the animal sounds.

Music:-Camille Saint-Saens – Carnival of the animals

Music called - Hens and Cocks:

Peacocks – Use your arms to be your tail, stretch them out behind you and fan your tail. Stand with bottom out, legs bent and jolted head. Walk and parade yourself around the room, shaking your tail feathers.

Music called – Tortoises

Snakes – Hands together outstretched in front of you, knees bent. Walk with crossing legs in front of each other, move your tongue in and out of your mouth quickly and hiss in-between.

Music called – Elephants

Elephants – Change your weight distribution and become bulky and heavy footed. Thud your feet to the floor, swing one arm in front of your face to be your trunk. Stop, legs apart, suck up some water from the lake and spray it up in the air.

Music called – Kangaroos

Kangaroos – Bendy knees, bounce around the room keeping knees loose and bent when you land.

Music called – Aquarium

Tropical Fish – Up on tip toes, arms stuck by your side, flapping hands as fins, dart in and out of the water, fast little steps, being careful to avoid contact.

Music called – The Aviary

Birds of Paradise – Beautiful, elegant birds, light on their feet, hopping and jumping from branch to branch, flapping their wings and tweeting. Sharp, darting head movements.

Music called – Fossils

Monkeys – Hands under arms, side galloping with bendy knees and making monkey gestures, banging on chests.

Music called – Introduction

Lions – . Prowl around the room, large steps, in a slight crouched position. Look for food, show your teeth, show your claws and pounce.

EQUIPMENT – SCARVES

Use the chiffon scarves to make snakes on the ground. Dance around the room with your scarves creating your own dance and movements by listening to the music. Encourage the children to explore different movements they haven't tried before. Bring all the children to the centre, holding ribbons in the middle of the room. On the word 'back' encourage walking backwards and dragging scarves on the floor to make an ever increasing circle and kaleidoscope pattern.

Music:- , Born free – Matt Munro

ACTION SONGS

**The Elephant walks like this and that,
He's terribly tall and terribly fat,
He's got no fingers and he's got no toes
But goodness gracious what a long nose!**

5 little monkeys swinging on the tree
Teasing MR Crocodile 'You can't catch me!
Along came Mr Crocodile as quiet as can be..
Annnnnnnnnndddd SNAP
(repeat until one monkey)
Annnnnnnnnnnndddd Missed Me!!!

PERCUSSION

Pass the Wave Drum round - Sit the children in a circle and place two wave drums intermittently within the circle. As "pass the parcel" pass the drums around to the tune, be careful not to make a sound, until it stops on a child and then they can make a sound.

Rhyme

Pass the Wave Drum round
Pass the Wave Drum round
If it stops on you
Then you can make a sound

AND MORE:

Sit the children in a circle on mats or spatial markers. Give each child a small world creature. Chose one child to stand in the middle and look at their creature. 'My creature has 4 legs' All the children whose creatures have 4 legs will find somewhere else to sit. The child who is left in the middle will say their statement 'My creature swims in water' etc

AND MORE:

Make a circle and choose a child to demonstrate being a wild animal. A child is selected to guess and then they will have a turn.

AND MORE:

Cut out zoo animal image cards. Perhaps 6 different types. Hand out the cards ensuring others do not see. On 'go' ask the children to act like the animal on their card and try to find others acting the same or making the same sound. Eventually you should have flocks, herds etc of the same animals.