

dance - drama - music

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.

CROSS CURRICULAR LINKS KS1:

Communication Language and Literacy– Speaking and Listening – Group discussion and interaction, to vary contributions to suit activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions

- Drama – To participate in a range of drama activities children will use language and actions to explore and convey situations, characters and emotions. Also to create and sustain roles individually and when working with others comment constructively on drama they have watched or in which they have taken part

Knowledge and Understanding of the world- Forces and Motion - Understand different movements to enable climbing, leaping, swimming, jumping, running and changing direction.

- Physical processes – Pupils will engage in making and detecting sounds. They will learn that sounds travel away from sources, getting fainter as they do so.

Expressive Arts and Design– Responding and Reviewing - Pupils will learn how to explore and explain their own ideas and feelings about music using movement, dance, expressive language and singing.

-Controlling sounds and responding appropriately – Pupils will learn how to use their voices expressively by singing and chanting. Rehearse and perform with others, starting and finishing together.

- Pupils will learn how to create musical patterns, explore, choose and organise sounds and musical ideas.

- Pupils will learn to recall sounds and listen with concentration to pitch, duration, dynamics, tempo, timbre, and texture.

Pupils will learn how sounds are made in different ways and described using given signs and symbols and used for particular purposes

Technology– Pupils can research videos/images of movements and opposites

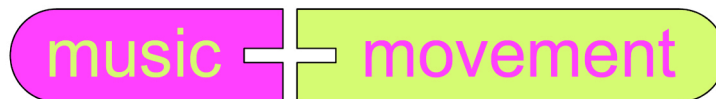
Mathematical Development– Using spatial awareness to travel and move together. Children will learn positions, directions and movements to include rotations. Talking about and creating simple patterns.

Physical Development– Pupils will learn to use movement imaginatively, responding to stimuli, including music and performing basic skills. They will create and perform dances using simple patterns.

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Health and Social Care-Pupils will be taught how important it is to be active and to recognise and describe how their bodies feel during different activities.

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OPPOSITES

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/bricks and lights On/Off. Encourage a class discussion on other opposites the children can find.

INTRODUCTION – Warm ups- Use sequencing markers to encourage spacial 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 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:- Abba – Super trouper

ACTIVITY – Opposites

- Introduce the children to the activity with acting/expressing/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 IS 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 children remaining outside the parachute will spread out and hold the handles, gently the parachute will be raised and lowered with the music. The parachute will reach the childrens 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
 Lets tap our sticks and around we go
 Lets shake our hips and tap our sticks to the rhythm
 Repeat Chorus

Lets 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 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.

The Second Track: Hangar 84 - System 7

The Third Track: Tranquility – A midsummer Nights Dream

To the second track create Opposite movements, these movements can be demonstrated in a fast pace...eg bend and stretch, arms in and out, jumping up and down, lean to the left, lean to the right, twirl anticlockwise and clockwise, squat bounce/tall bounce etc etc.

Repeat with the third track, these movements will be paced slower.