

dance - drama - music

SCARY LIONS JUNGLE JOURNEY

OBJECTIVES:

This session children will learn rhythm, marking time and spatial awareness. Children will have the opportunity to engage as a team, create dialogue 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.

KS1 CROSS CURRICULAR LINKS:

ENGLISH – 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

SCIENCE- Forces and Motion - Understand different movements to enable climbing, leaping, swimming, jumping, running and changing direction.

MUSIC – Responding and Reviewing - Pupils should be taught how to explore and explain their own ideas and feelings about music using movement, dance, expressive language and singing.

ICT – Lion games or research can be used to support the topic.

MATHS – Using spatial awareness to engage in the journey. Making precise pathways. Following patterns.

EARLY LEARNING GOALS:

Communication and Language- Listening and attention:-

- ✓ Children listen attentively
- ✓ They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions

Understanding:-

- ✓ Children follow instructions involving several ideas and actions
- ✓ They answer how and why questions about their experiences and in response to stories or events

Speaking:-

- ✓ Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.
- ✓

PHYSICAL DEVELOPMENT-

Moving and Handling:-

- ✓ Children show good control and co-ordination in large and small movements.
- ✓ They move confidently in a range of ways, safely negotiating space.
- ✓ They handle equipment and tools effectively.



Health and Safe care:-

- ✓ Children know the importance for good health of physical exercise and healthy diet and talk about ways to keep healthy and safe.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT-

Self confidence and self-awareness:-

- ✓ Children are confident to try new activities, and say why they like some activities more than others
- ✓ They are confident to speak in a familiar group

Managing feelings and behaviours:-

- ✓ Children talk about how they, and others are feeling
- ✓ They work as part of a group or class, and understand and follow the rules

Making Relationships:-

- ✓ Children play co-operatively, taking turns with others
- ✓ They show sensitivity to others needs and feelings and form positive relationships with adults and peers.

MATHEMATICS –

Numbers:-

- ✓ Children count reliably with numbers from 1-20
- ✓ They solve problems

Shape Space and measure:-

- ✓ Children use everyday language to talk about size, weight, capacity, distance, position and time to solve problems
- ✓ They recognise, create, and describe patterns
- ✓ They explore characteristics of everyday objects and shapes

UNDERSTANDING THE WORLD-

People and communities:-

- ✓ They know about similarities and differences between themselves and others, and among families, communities and traditions
- ✓ They know that others don't always enjoy the same things and are sensitive to this.

The World:-

- ✓ Children know about similarities and differences in relation to places, objects, materials and living things.
- ✓ They talk about the features of their own immediate environments and how environments might vary from one another.
- ✓ They make observations of animals and plants and explain why some things occur and talk about changes

EXPRESSIVE ARTS AND DESIGN-

Exploring and using media and materials:-

- ✓ Children sing songs, make music and dance, and experiment with ways of changing them
- ✓ They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative:-



- ✓ . They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



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RESOURCES:

- We are going on a bear hunt - Book - Michael Rosen and Helen Oxenbury
- Ribbons (florist ribbon may be used and tied to a small stick)
- Playlist
- Spatial Spots
- Lions tails (Can be made using pieces of yellow/brown fur on elastic)
- Images of Lions and terrains
- Rainstick
- African Spinning Drum
- Bongo Drums

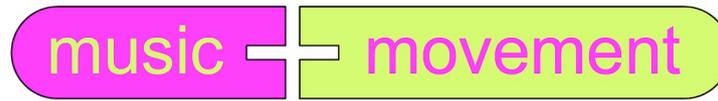
OPTIONAL- Before the movement activity.

Read in a group - We're Going on a Bear Hunt – Michael Rosen, Helen Oxenbury
Encourage a discussion on feelings, senses and reactions. Listen to the music, ask the children to think about how it makes them feel, ask them to demonstrate how they want to move. Does the crescendo change the dynamics of their movements?

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	(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.



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- ✚ 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, then 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:- Buena Vista Social Club – Candela

ACTIVITY – Scary Lions Jungle Journey

- Introduce the children to the activity with The Bear Hunt and Jungle Boogie books.
- Encourage discussion on what we may find in the jungle, mention the rain forest, tall trees, jungle animals etc.
- Explain: we are going on an adventure of our own into the jungle, we must be quiet as to not wake the sleeping animals.

First Track : Grieg: Hall of the Mountain King

- Start in a corner and tip toe around the outside of the hall (fingers on lips), in time to the music. As the tempo of the music increases, recreate walking through mud, swimming through the river, and jumping across stepping stones, swinging through the jungle to the music (Bear hunt style), running through snake pits etc.
- As the tempo increases creep into an imaginary cave and feel around.
- You discover a cold, wet nose, furry ears, sharp teeth....”its a lion” (crescendo)!!!
- Retrace your steps, (in a hurry) back the way you came, eg over the stepping stones, swim across the river...
- Arrive back home and close the door.

For the second track: Beethoven Symphony 6 4th Movement “pastoral”

Time to become lions:

Lions are like big cats, who has a cat at home?
Lets prowl and pounce, roar loudly and chase food. Lions like to eat gazelles and zebras. Lets tear at the meat with our teeth...YUM
Roar to frighten away other animals like scavenging hyenas.
Once you have finished eating find a space and pretend to lick your paws to have a wash, don't forget to wash behind your ears.
Finally curl up and go to sleep with the rest of the pride.



EQUIPMENT:-RIBBONS

Choose a ribbon and form a circle with the group.
Wave your ribbons in the air, down low, in and out of the circle to the music.
Hold your ribbons behind you as tails and swish them by wiggling your bottoms
Run around the room making your ribbons dance as you move.
Gently spin around and explore your space
Try extending movement vocabulary; jumping, twisting, twirling, running, skipping, leaping, creeping, side-stepping, galloping and travelling.
One at a time, using the length of the hall dance/travel to the other end with your ribbon thinking of different ways to travel and dance.

Music:- Tchaikovsky -Dance of the mirlitons

ACTION SONGS

Walking through the jungle, Elephant Song, 3 little monkeys.

QUIET TIME

Ask the children to lie on the floor. Ask the children to listen to the Jungle/Rainforest Music. (optional to close eyes). Teacher walks slowly around the room moving the rain stick. Discussion time at the end.(What did you hear? Waterfall, birds, lions, snakes etc)

Music:- World Music - Zomba

AND MORE

SINGING: Sit in a group and sing the Lion Hunt Song together.

(Leader) We're going on a lion hunt!

(Group) *We're going on a lion hunt!*

We're gonna catch a big one!

We're gonna catch a big one!

I'm not afraid!

I'm not afraid!

Are you?

Are you?

Not me!

Not me!

" " (Group Echos)

Now we're on a lion hunt " "

We're gonna catch a big one " "

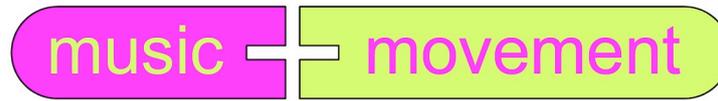
I'm not afraid " "

Are you? " "

Not me! " "

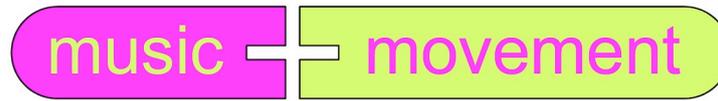
We're coming to a tall mountain "

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" It is very high "
" It is very wide "
" Let's climb up it "
" Well, there's nothing over there "
" Nothing over there "
" Nothing back there "
" Hey! Wait! I think I see something ..Quick! Everybody run down!
We're going on a bear hunt!
We're going on a bear hunt!
We're gonna catch a big one!
We're gonna catch a big one!
I'm not afraid!
I'm not afraid!
Are you?
Are you?
Not me!
Not me!
We're going through the tall grass ""
We're going through the short grass ""
Hey! Lets walk through""
Swish, swishy swish ""
See anything over that way? ""
Anything over that way?, ""
Come follow me""
We're going on a lion hunt!
We're going on a lion hunt!
We're gonna catch a big one!
We're gonna catch a big one!
I'm not afraid!
I'm not afraid!
Are you?
Are you?
Not me!
Not me!
Oh, no! " "
It's a muddy bank by the river" "
Can't go around it " "
Gotta go through it " "
Yuk! " "
Well, let's go. Squelch, Squelch Squelch ""
We're going on a lion hunt!
We're going on a lion hunt!
We're gonna catch a big one!
We're gonna catch a big one!
I'm not afraid!
I'm not afraid!
Are you?
Are you?
Not me!
Not me!
We're coming to a wide river " "
And there's no bridge going over it " "



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No tunnel going under it " "
It's just plain old water " "
And we're going to have to swim " "
All right, dive in! Start swimming
Do the back stroke
Do the side stroke
Do the doggie paddle
Try the little cat paddle
OK Jump out, shake yourself off
We're going on a lion hunt!
We're going on a lion hunt!
We're gonna catch a big one!
We're gonna catch a big one!
I'm not afraid!
I'm not afraid!
Are you?
Are you?
Not me!
Not me!
Shhh, it's a cave " "
Looks like the kind of cave that LIONS live in " "
I don't know if I want to go in there
You think we should go in?
Are you crazy?
There's probably a lion in there
All right I'll go in,
You stay here,
And if I find a lion,
I'll come out and get you
And we'll all go in and grab him together
Now, quiet, don't make a sound while I'm in that cave,
Because if you wake him up,
I'll be in trouble,
Lions are very grumpy when they first wake up,
I'm going on in Oooooooooooooooooo
It's dark in here It's really dark in here I can't see a thing
Agh, there are spiders webs
Oooooooooooooooooo, what was that???
....it's soft, uh oh, it's kind of furry,
a wet nose, sharp teeth..
ARGHHHHHHHH!!!!!!! Run! Everybody run!!
It's a LION!!!!
Jump in the water!
Swim fast!!
Do the backstroke!
The sidestroke, the doggie paddle
Jump out of the water
Run through the mud!
Go through the tall grass
The short grass
Quick!
Go up the mountain

music + movement

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Down the other side
Into the house,
under the bed
Under the pillow
Hide!!!!
Oh its very quiet around here
I'm not afraid
I'm not afraid
Are you?
Are you?

AND MORE:

Sleeping Lions:

Ask all the children to lay still as you walk around trying to make them giggle, they are not aloud to move, if they move they must get up and help – NO CONTACT OR LOUD VOICES.

CAVE:

Make an outside cave /dark area, using sheets and blankets. Let children explore the darkness together.

WHAT CAN IT BE:

Using a large bag with only a small entrance hole for a child's hand. Place items inside for children to explore and guess what's inside: hair brush, aubergine, cotton wool balls, rope etc

LIONS MASKS:

Make Lions masks using paper plates with yellow and brown wool.





Percussion:

Use African Spinning Drums to create quiet/slow loud/fast sounds. Place your hands together, place the drum in between and rub your hands together slowly. Children may need to practise rubbing their hands together without the drum to understand the method used.