

dance - drama - music

SOLDIERS MARCHING TO THE BEAT

In this session children will learn rhythm, marking time and spatial awareness. They will have the opportunity to use instruments with music to produce a regular beat. They will explore creative development with the use of props and a wide range of music. There will be opportunities for children to count, talk and imagine. 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	(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:- Omni Trio- Tripping on broken beats (5)

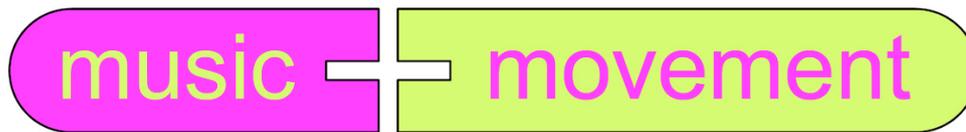
ACTIVITY – Soldiers

Props: (Soldiers Hats – These can be made with coloured card approx 20 cm high, with a contrasting ribbon around the middle). Use a drum to reinforce the rhythm, if you do not have a drum, cymbals or clap hands

Demonstrate how soldiers march, you may wish to use visual aids of the Royal Guards.

Lets break down the marching:
Lets swing oppositions (alternate) arms
Now lets try raising our knees, only our knees
Lets put that together

Practise marching to the music, backs straight, knees high, march on the spot, finally introduce the arms and march around the room.



d a n c e - d r a m a - m u s i c

Soldier Language:

Attennnnnnntion – Stop on the spot and salute (hand flat to forehead)

Up, 2,3,4 – Counting and marching in time

About turn – turn to face the opposite direction

Put all of this together to the music, with the teacher giving directions.

Form a line along a wall or on tape and encourage marching in time while staying in line.

AND MORE:

You may wish to split the children into suitable pairs and encourage marching in time across the hall/space.

March with instruments (either make believe or real) cymbals (clash, clash), drums (Boom Boom) and trombone (parrp puparrp). Making the sounds and reinforcing the rhythm of the music.

Use the drum to create a rhythm, ask the children to march along. Change the tempo, quick march, slow march. Children may beat the drums themselves while the other children march.

Music:- Edinburgh Tattoo Pipes and Drums, Combined bands,

ACTION SONGS – Reinforce the topic with action songs

The Grand old Duke of York he had ten thousand men
He marched them up to the top of the hill
And he marched them down again.
When they were up, they were up
And when they were down, they were down
And when they were only halfway up
They were neither up nor down.

The next song is great to use with a box of props and select children to dress appropriately:

O soldier, soldier, won't you marry me
With your musket fife and drum?
O no sweet maid I cannot marry you
For I have no coat to put on.
So up she went to her grandfather's chest
And she got him a coat of the very, very best
And the soldier put it on.

2. O soldier, soldier, won't you marry me
With your musket fife and drum?
O no sweet maid I cannot marry you
For I have no hat to put on.
So up she went to her grandfather's chest
And she got him a hat of the very, very best
And the soldier put it on.

3. O soldier, soldier, won't you marry me
With your musket fife and drum?
O no sweet maid I cannot marry you
For I have no gloves to put on.
So up she went to her grandfather's chest
And she got him a pair of the very, very best
And the soldier put them on.

4. O soldier, soldier, won't you marry me
With your musket fife and drum?
O no sweet maid I cannot marry you
For I have no boots to put on.
So up she went to her grandfather's chest
And she got him a pair of the very, very best
And the soldier put them on.
O soldier, soldier, won't you marry me
With your musket fife and drum?
O no sweet maid I cannot marry you
For I have for I have a wife of my own.

AND MORE:

Cut out and print on card this finger puppet below, march soldiers across the table, great for fine motor skills.

