

RAIN AGAIN!

This unit of work, inspired by rain, is developed from a TOP Dance idea called *Weather Forecast* (Gargrave and Trotman 2003). It provides opportunities for children to develop partner skills and to use and refine a range of dynamic qualities. The use of percussion and African music as accompaniment encourages sensitivity to the different sounds and musical qualities.

Specific Learning Outcomes

- Perform a range of actions with control and coordination.
- Interpret accompaniment through actions and dynamics.
- Describe and interpret what they see using developing vocabulary.

Stimulus

Rain

Resources

Singin' in the Rain DVD, word bank of "rain" words

Accompaniment

Cymbal and tambourine, "Rain, Rain, Beautiful Rain" by Ladysmith Black Mambazo (or a rain stick)

Content

- Partner relationships: Copy and mirror; spatial (facing, side by side, lead and follow)
- Step patterns and gesture patterns
- Clear floor patterns
- Facial expression, body shape and tension
- Dynamic variety and contrast (see chapter 3)

Assessment

- Peer-to-peer or pair-to-pair evaluation of each section with frequent opportunities to refine phrases.
- Videotape and evaluate finished dance.

Curriculum Links

- Geography: Weather
- Literacy: Developing vocabulary
- Music: Responding to accompaniment

Options

Use percussion for all sections except Rainfall; use Ladysmith Black Mambazo for this section.

Possible Unit Structure

- Lesson 1: Introduce idea and discuss rain; create word bank; create shelter phrase; explore ideas for rainfall phrase.
- Lesson 2: Recap shelter phrase; refine and evaluate rainfall phrase.
- Lesson 3: Recap rainfall phrase; create and evaluate puddle phrase.
- Lesson 4: Recap puddle phrase; create thunder and lightning phrases.
- Lesson 5: Practise each section with transitions; decide on an order and add the final rainbow shapes.
- Lesson 6: Perform and evaluate.

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RAIN AGAIN! (continued)**Possible Dance Structure**

- Thunder and lightning phrases.
- Shelters: All dodge the raindrops. Shelter shapes and dodging.
- Rainfall phrase in pairs: 4 pairs (who are close to each other) at a time.
- Puddles: Partner step patterns.
- Rainbow shapes.

Warm-up

- Lead a lively warm-up such as the Cold Day warm-up (see Warm-ups folder on this web resource).
- Practise travelling across the space, dodging the rain, puddles and other people (use tambourine for going and stopping). Keep body shape small and centre of gravity low for effective dodging. Practise stepping around, over and in puddles.

Tasks	Teaching Points
Introduction: Talk about rain: different types, how it affects us, features of a storm, after the storm.	Create a flow chart and a word bank for “rain” words (e.g., <i>drizzly, spitting, pitter-pattering, slanting, heavy, blustery, dripping</i>).
Shelters: In pairs, partner A makes a shelter shape for partner B to shelter from the rain. Partner B dodges from shelter to shelter (3 times) to arrive at original partner. Swap roles.	Children <i>must</i> be able to travel in and out of the shelter on their feet. Look for ideas on shapes. Pick out good examples. Shelters can be shared!
Rainfall: <ul style="list-style-type: none"> • Refer to different kinds of rainfall (e.g., drizzly, heavy, slanting, blustery, spitting, dripping). Individually explore rainfall actions from high to low, hands leading. Select a favourite and develop a pattern of high to low, hands pitter-patter on the floor and a transition to high again (e.g., turn or stretch) to repeat the pattern. • In pairs, mirror each other’s pattern. Combine the two to make a longer unison phrase. Develop to perform both facing the same front instead of facing each other. • Perform 3 or 4 pairs at a time. Keep repeating the phrases; others watch and evaluate. 	Use tambourine accompaniment or silence during exploration. Ladysmith Black Mambazo’s “Rain, Rain, Beautiful Rain” is good background music. This develops a sense of audience. What makes them interesting to watch?
Puddles: <ul style="list-style-type: none"> • Look at the famous solo from <i>Singin’ in the Rain</i>. • Individually explore the kinds of steps around puddles (small, careful), over puddles (long strides or leaps) and in puddles (jumps and stamps). • In pairs make a phrase of these 3 different types of step in any order and add any other ideas from looking at the DVD. • Pair-to-pair evaluation. • Refine phrases in light of the evaluation. 	Discuss the types of steps and jumps Gene Kelly uses. Use tambourine sounds (shaking, light taps, loud bangs) to dictate the types of step. Can the children respond appropriately? Encourage clear pathways. Select examples to model and look for different starting positions and relationships, different kinds of pathways (straight, curvy, symmetric) and different relationships (side by side, facing, follow the leader). Could they see 3 types of step? Was there a clear floor pattern (pathway)? What was their relationship in space?

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RAIN AGAIN! (continued)

Tasks	Teaching Points
<p>Thunder and lightning:</p> <p>Individually make statues for Thor, God of Thunder. Half the class appraise the other half for differences and similarities.</p> <p>Start phrase with a slow, low turn and build-up of tension into Thor statues. Hold the shape then melt to the floor, roll or turn near to the ground to a new space and repeat the phrase.</p> <p>Discuss lightning and explore body shapes and movement ideas. Individually create lightning phrases of body shape and action.</p>	<p>Look at posture, position of feet and shape of hands and arms. Work on facial expression too. Use cymbal as accompaniment.</p> <p>Consider angular body shapes, zigzag pathways and air patterns (see chapter 3). Select good examples to demonstrate. Accompany with sharp tambourine rattles. These could be on any level.</p>
<p>Practise all sections of the dance: thunder, lightning, shelters, rainfall and puddles.</p> <p>Make rainbow shapes (arcs or arches) in pairs.</p> <p>Children could decide the order for the dance and think of effective transitions between sections (e.g., dodging the rain or leaping over the puddles).</p> <p>Refine and share with another class.</p> <p>Videotape and assess.</p>	<p>Use the specific learning outcomes.</p>

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