

## UMBRELLAS

The stimulus for this unit is the well-known Renoir painting. Other stimuli such as an actual umbrella and *Singin' in the Rain* DVD inspire movement material for a collage-type dance.

### Specific Learning Outcomes

- Remember phrases and short dances.
- Develop phrases with a partner and in a group.
- Respond imaginatively to various stimuli.

### Stimulus

*The Umbrellas* painting by Renoir and umbrellas themselves.

### Resources

*Singin' in the Rain* DVD, an umbrella. Note: The umbrella is a stimulus and is not used as a prop in this dance for reasons of safety.

For teachers' notes about the painting, visit the National Gallery at [www.takeonepicture.org.uk](http://www.takeonepicture.org.uk).

### Accompaniment

"Singin' in the Rain" by Mint Royale or "Umbrella" by Rihanna.

### Content

- Spatial awareness
- Focus and stillness
- Linking travel, turn and gesture
- Developing material in duos and groups
- Learning and repeating a phrase

### Assessment

- Pair-to-pair and group-to-group evaluation of each section.
- Videotape the complete dance for self-evaluation and assessment.

### Curriculum Links

- Geography: Weather
- Art: Appreciating Renoir

### Options

Younger or less experienced children could work in duos or trios rather than in groups.

### Possible Unit Structure

- Lesson 1: Respond to painting; create crowd phrase; focus on umbrella, list action words; learn and practise slide, open, close, fold, tip, spin phrase; recap crowd section and add phrase.
- Lesson 2: Create umbrellas duos; evaluate: create umbrellas groups; evaluate.
- Lesson 3: Recap on all sections so far; view *Singin' in the Rain*, explore puddle steps and create puddles phrase.
- Lesson 4: Practise all sections, add follow-my-leader and repeat crowd phrase.
- Lesson 5: Videotape and evaluate.

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**UMBRELLAS** (continued)**Possible Dance Structure**

- Start with a still picture of the crowd; perform crowd travelling phrase.
- Perform solo umbrellas phrase a group at a time to move away from the crowd into groups.
- Each pair in the group performs umbrellas duo (others remain still and focused).
- Group umbrellas shape section.
- Group puddles dance.
- Follow the leader (stepping in or around puddles) back to the crowd.
- Repeat crowd phrase.

**Warm-up**

Lead a warm-up that mobilises the main joints and includes travelling in and out of each other, changing direction and level and pausing.

Tasks	Teaching Points
<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Look at the painting and discuss features. What dance ideas can they find?</li> <li>• Look at an umbrella. Name the parts and describe the mechanics.</li> </ul>	<p>Crowds, excitement, activity, expectation, over, under, around, focus, dancing with umbrellas.</p> <p><i>Slide, open, close, wrap, tip, spin.</i></p>
<b>Crowd:</b> <ul style="list-style-type: none"> <li>• Travel in, out and around each other, keeping close but not touching.</li> <li>• Add pause and focus in a particular direction.</li> <li>• Repeat previous phrases, holding an imaginary umbrella: high? low? open? closed?</li> <li>• Label children 1 to 4 randomly. Move one group at a time; others remain still and focused. Half the class will watch other half of class and evaluate effectiveness.</li> </ul>	<p>Use tambourine for control.</p> <p>Encourage smooth and continuous qualities; use different directions and levels but stay on feet.</p> <p>All focus in different or same direction?</p> <p>Take photos and compare with the painting.</p>
<b>Umbrellas:</b> <ul style="list-style-type: none"> <li>• Teach phrase of <i>slide, open, tip, wrap and spin</i>.</li> <li>• Practise until perfect; experiment with making it travel.</li> <li>• Duo development: Select 3 actions from the previous list and develop a new phrase.</li> <li>• Pair-to-pair evaluation.</li> <li>• Group umbrella: consider shapes to create a short group section.</li> </ul>	<p>Pay attention to the dynamics: smooth, slow, strong, sudden, gentle.</p> <p>Change level, direction, size of movement.</p> <p>How did they use and develop the movements?</p> <p>Circles, lines, radiating spokes.</p>
<b>Puddles:</b> <ul style="list-style-type: none"> <li>• Explore stepping around and over imaginary puddles. Add stamps, swishes, leaps and jumps.</li> <li>• View Gene Kelly's solo dance on <i>Singin' in the Rain</i> DVD and list the steps and jumps he uses. Refine movement ideas.</li> <li>• In pairs, select 3 types of steps and jumps and create a short phrase with clear floor pattern and different directions.</li> <li>• Combine ideas in groups of 4 to create a short puddle dance using unison, canon and contrast.</li> <li>• Group-to-group evaluation.</li> </ul>	<p><i>Stamp, jump, swish, tiptoe, leap, skip.</i></p> <p>Consider different formations and relationships: lines, circles, near and far, follow the leader, mirroring (see chapters 3 and 4).</p> <p>Use one group to model options.</p> <p>Look for variety of steps and jumps and interesting relationships.</p>

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## UMBRELLAS (continued)

Tasks	Teaching Points
<ul style="list-style-type: none"><li>• Rehearse and refine each section of the dance and structure the whole piece.</li><li>• Share with another class or in assembly.</li><li>• Videotape, self-evaluate and assess individual achievements.</li></ul>	Use the specific learning outcomes.