

TOYS

This unit of work uses toys as stimuli. The dance ideas provide opportunities to explore and use a range of actions and dynamics and to develop control and coordination in various contexts. The children will develop the confidence to dance alone and with a partner.

Specific Learning Outcomes

- Move with a degree of control and coordination.
- Respond spontaneously through movement to a variety of stimuli.
- Use simple words to talk about what they see, do and feel in dance.

Stimulus

Toys.

Resources

Pot of bubbles, a wooden string puppet, a robot toy (or pictures of robots).

Accompaniment

"Tubular Bells" by Mike Oldfield (bubbles); "Clog Dance" by Evelyn Glennie (puppets); "We Are the Robots" by Kraftwerk or "Drifting Away" by Faithless (robots).

Content

- Control
- Awareness of shape and space
- Moving sensitively with others
- Body parts in isolation and coordination
- Using appropriate qualities (e.g., floppy, smooth and sustained, slow and sudden)
- Repeating patterns
- Copying and moving with a partner
- Moving rhythmically

Assessment

- Peer evaluation: Opportunities to watch and evaluate each other (e.g., half the class watch the other half).
- Look for and share and discuss good movement ideas and examples.
- Evaluate individual achievement overall using specific learning outcomes.

Curriculum Links

- History: Toys of past and present
- Music: Responding and moving to pieces of music with different qualities

Options

Other toys that could offer dance ideas are Jack-in-the boxes and trains (pushing and pulling).

Possible Unit Structure

- Lesson 1: Look at bubbles; explore movements and create solo and partner dances; class bubble to finish.
- Lesson 2: Look at puppets; explore movements and create solo and partner dance; class bubble to cool down.
- Lesson 3: Look at robots; explore movements and create solo and partner dance; class bubble to cool down.
- Lesson 4: Recap and practise each dance idea; perform each and evaluate.

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TOYS (continued)

Possible Dance Structure

Each dance idea stands alone but they could be performed as a toy box dance as follows:

- Bubbles: Solos then duos
- Puppets: Half the class, solos then duos
- Robots: Half the class, solos then duos
- Bubbles: One big class bubble to finish

Warm-up

Lead a warm-up that introduces isolation and coordination of body parts, such as circling. This could be developed each week to include body parts that we can shake or move up and down (for puppets and robots). The class bubble phrase would make a suitable cool-down activity each week.

Tasks	Teaching Points
<p>Bubbles</p> <ul style="list-style-type: none"> • <i>Introduction:</i> Sit in a circle and observe teacher blowing bubbles. Describe shape, movements and what happens. All blow gently to see if they can make the bubbles move in the air. Pretend to blow bubbles, with gentle and slow breath. Join own hands together to make a small round space between, blow through the hole gently and expand the hands and arms to make a huge wobbly bubble shape. • <i>Bubble dance:</i> Crouch down in a small round shape and grow. Keep the shape round and wide. Wobble whole body gently. Move away from the spot by travelling lightly on toes this way and that. Maintain rounded body shape. Introduce turns one way and the other. Keep travelling softly and get lower and lower. Land gently on the floor and pop soundlessly. Shoot out arms and legs and hold finishing shape. • <i>Peer evaluation:</i> Divide into groups. Watch and evaluate each group's performance. Repeat the actions making one big class bubble. As they grow, link hands, wobble, circle to the left and right, rise and sink. Keep holding hands and wait for the signal to pop. • <i>Partner bubble:</i> Face each other and grow big and round together with hands touching lightly. Try wobbling, turning together and travelling this way and that. Sink gradually and pop silently. Create a short partner dance and practise a few times. 	<p>Key words: <i>round, grow bigger, wobble, float, drift, join together, spin, sink, burst, pop.</i></p> <p>Can they hear the bubbles pop? Which bubble pops last?</p> <p>Try this sitting then standing. Stand in a circle.</p> <p>This requires good control. Children will enjoy the challenge.</p> <p>Who is the quietest? Who makes a good bubble shape? Who has the gentlest movements?</p> <p>Look for and share good movement ideas and examples.</p>

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Tasks	Teaching Points
<p>Puppets</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> • Observe puppet in motion. Feel the puppet's arms and legs. Discuss what they are made of. • Lift arms as if hands are wooden and arms are floppy. Move head and feet as if wooden. • Play the puppet game. Lie on the floor and lift only the body parts called out by you. <p>Listen to and evaluate the music.</p> <p><i>Puppet dance:</i></p> <p>Phrase the following actions to suit the music:</p> <ul style="list-style-type: none"> • Stand to start, upper body relaxed over; lift up with the introduction. • Lift and lower one arm, the other, then both. • Repeat with legs (lift alternately for both) and finish with a tap dance. • Walk like a puppet, coordinate arms and head. • Dance like a puppet on the spot. • Repeat arm and leg motifs, travel and dance on the spot. • Finish in a tangled shape on the floor. <p><i>Puppet pairs:</i> Face a partner and copy their moves. Create a short partner dance together using copying and mirroring.</p> <p><i>Peer evaluation:</i> Half the class watch other half of class.</p>	<p>Draw out language (e.g., heavy and light, stiff and floppy).</p> <p>Use a tambourine to dictate speed and jerkiness.</p> <p>Why is this good puppet music? Can they hear the wooden sounds? Is the puppet happy or sad?</p> <p>Demonstrate with puppet: loose walks with arms and head that swing.</p> <p>You or a child can magically untangle each puppet with a light tap until all have sprung upright again. On the spot moving individual limbs to begin with then copy (walking and dancing).</p> <p>What did they enjoy about each other's performances?</p>
<p>Robots</p> <p><i>Introduction:</i></p> <ul style="list-style-type: none"> • Discuss robots. What are they, and how might they move? • Sitting near you, they open and close eyes (blink) like a robot, open and close mouth rhythmically. Move head side to side, then move arms from elbows and then from the shoulders. <p><i>Robot dance:</i></p> <ul style="list-style-type: none"> • Gradually come to life; open and close eyes and mouth; nod head and move arms. • Bend at waist; move legs on spot; turn around and finally coordinate different body parts. • Perform the whole coming to life dance. Allow 4 or 8 counts for each action. <p>Try travelling like a robot.</p> <p><i>Robot greetings:</i> Each robot meets another and they create a robot greeting. Practise until the children have improved their actions. Add to the dance so far.</p> <p><i>Breakdown:</i> Practise breaking down. One robot in each pair breaks down and the other one has to fix it. Each pair decides on a finishing position. Perform whole robot dance from the beginning: robot solos, partner greetings and breakdown.</p> <p><i>Peer evaluation:</i> Watch half the class perform their dance, evaluate then swap.</p> <p>Recap on each dance and perform as suggested (see possible dance structure).</p> <p>Assess individual achievement.</p>	<p>Look at an actual robot toy or pictures.</p> <p>Combine jerky and smooth movements for a robotic effect.</p> <p>Share and discuss good movement examples. Practise a few times until they remember the order of movements.</p> <p>Do the knees bend, or are the legs straight as the robot walks?</p> <p>Shake hands, high fives, wave, bow.</p> <p>As soon as one pair has a good example, get the class to watch then try to improve theirs.</p> <p>Wind it up again?</p> <p>Which children really move like robots and which pairs tell the story well?</p> <p>Use the specific learning outcomes.</p>