

RECYCLE!

This unit is based on a cross-curricular dance project by Michael Platt (formerly of Suffolk Inclusive School Improvement Service). For their science topic year 3 and 4 children visited a materials recycling facility (MRF) to observe how waste is sorted and then created a dance to communicate messages about pollution and recycling.

Specific Learning Outcomes

- Perform a range of actions with control, coordination and tension.
- Respond imaginatively to stimuli and confidently experiment with a range of actions.
- Describe and interpret what they see, do and feel using appropriate dance language.

Stimulus

Recycling: look at litter and photos or video clips of the environment and a materials recycling facility.

Resources

Bag of litter (man-made objects such as plastic bottles, polystyrene packaging, foil, tins, crisp bags, bottle tops) and plastic carrier bags (1 per child). Make sure the litter is safe to handle (no sharp edges) and do not include glass. Emphasise safe practice when dancing with carrier bags.

Accompaniment

Percussion and music that sounds industrial, such as “Space Shanty” by Leftfield.

Content

- Range of actions and dynamics
- Body and group shapes; spatial awareness
- Dancing with a prop
- Partner and group work and sensitivity to others
- Over, under, through, around
- Action and reaction

Assessment

- Identify similarities and differences between individual phrases.
- Peer-to-peer and group-to-group evaluation.
- Take digital photos of group shapes.
- Videotape the complete dance and self-evaluate.

Curriculum Links

- There are many; see table at end of chapter 8 for links to science, geography, art, PSHE, literacy, D&T and music.

Options

Children could create and record their own accompaniment using junk objects.

Possible Unit Structure

- Lesson 1: Look at a range of materials and talk about properties; explore movements and create individual litter phrase within similar groups; evaluate; create mixed landfill groups.
- Lesson 2: Recap on litter section; explore moving with plastic bags; create carrier bag section.
- Lesson 3: Recap carrier bag section; explore and create machine and bales of waste phrases.
- Lesson 4: Practise and refine each section and create transitions; videotape and evaluate or share with another class.

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RECYCLE (continued)

Possible Dance Structure

- Bags of litter: Individual phrases within similar groups; one group performs at a time. Travel to mixed groups to show landfill.
- Carrier bags: Children take carrier bags from their pockets or waist bands and all perform this section.
- Sorting litter: Half the groups as machines, the other half as bales of waste.

Warm-up

Devise a lively warm-up to mobilise joints and raise the pulse.

Practise a range of actions required for the dance (turning like a bottle, rolling like a can, stretching like plastic, crumpling like foil).

Tasks	Teaching Points
<p>Bags of litter:</p> <ul style="list-style-type: none"> • Look at the range of materials and objects in the bag of litter. Individually select an object, consider its properties and create a movement phrase (motif) that has shape, action and dynamics (see chapter 3). • Show a partner. Can the partner guess the object? • Sort the litter into groups (plastic, metal, paper or card, foil) and divide the dance space into similar areas. • Each child begins in the appropriate area. They show each other their motifs (look for similarities and differences) and then each performs them simultaneously within the group. • Children travel in a way that is appropriate for their chosen object and meet up with a mixed group (representing different materials). Each contributes their shape to create a landfill group structure of different layers (levels) using careful contact. 	<p>Talk about the materials and their properties: A plastic bottle is tall, round, light and rigid; it rocks and rolls. A crisp packet is light; it fills with air; it can be crushed; it can be blown across the ground. Allow children to explore several objects before selecting.</p> <p>Place some of the objects in hoops around the space to identify the different areas. Use an appropriate percussion instrument to accompany each group (type of material). Other groups watching could look for similarities and differences in movement and shape.</p> <p>Meet up in 4s or 5s.</p> <p>Consider shapes that fit over, under, through, around each other.</p>
<p>Carrier bags: Give each child a plastic carrier bag and explore how the bags can inspire a range of movement and how the body can take the bag on a journey.</p> <p>Once the children have had fun exploring each movement idea, decide as a class on the order of actions to perform. The dance for this section could start happy and free and finish tangled and frozen in pairs or groups.</p>	<p>Actions: <i>scrunch</i> and <i>release</i> (contract and expand), <i>stretch</i>, <i>twist</i>.</p> <p>Move the bag; fill it with air, let it <i>soar</i>, <i>glide</i>, <i>float</i>, <i>drift</i>.</p> <p>Move with the bag: <i>travel</i>, <i>turn</i>, <i>roll</i>, <i>jump</i>.</p> <p>Balance the bag on different parts of the body.</p> <p>Catch the bag: Throw it high, jump and land softly to catch it.</p> <p>Trapped by the bag: Attach the bag to different parts of the body (as if tangled); move with it; <i>stretch</i>, <i>pull</i>, <i>twist</i>, <i>roll</i>.</p>
<p>Sorting litter: Consider the different machines that sort and deal with waste and list actions. Explore each action individually and then work in pairs, selecting 2 or 3 actions to make a phrase that can be repeated. Combine with another pair to make a group machine.</p>	<p>Refer to photos or video clips. Make a list of action words: <i>shake</i>, <i>grab</i>, <i>sweep</i>, <i>push</i>, <i>press</i>.</p> <p>Think about using different body parts and different levels.</p> <p>Encourage firm, strong movements and angular actions and shapes.</p>

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RECYCLE *(continued)*

Tasks	Teaching Points
Bales of waste: <ul style="list-style-type: none"> • Individually explore the idea of being crushed inside an imaginary box shape. • Create group shapes showing waste compressed in a tight cube shape ready for transport by exploring angular shapes on different levels that fit together. 	Stay in the machine groups.
<ul style="list-style-type: none"> • Half the groups could perform the machine phrase while the other half performs the bales of waste phrase (action and reaction). • Rehearse each section and decide on transitions to create a class dance. • Share with another class. • Videotape and assess. 	Use the specific learning outcomes.