

ALL JOIN IN!

This unit of work introduces simple features of traditional British folk dance, allowing children to respond imaginatively within the conventions of the style. It encourages children to listen and respond to musical rhythms and phrasing; explore action and spatial patterns and memorise and perform short movement phrases. They also learn the necessary social skills for folk dance by dancing together, relating to partners and performing in small groups.

Specific Learning Outcomes

- Remember and repeat movement patterns and link movements together.
- Respond to accompaniment.
- Show awareness of others.

Stimulus

Traditional folk dances.

Resources

None.

Accompaniment

32-bar jigs or reels—use several (e.g., one for warming up, another for exploring ideas and a third for the actual dance).

Content

- Going and stopping
- Dancing together
- Directions
- Pathways
- Rhythmic patterns
- Simple partner and group work

Assessment

- Half the class evaluates the other half's partner and group dances using success criteria.
- Evaluate individual pupil achievement at the end of the unit using the specific learning outcomes.

Curriculum Links

- Music: Responding to rhythm, phrasing and structure
- Numeracy: Pattern, phrase, number, shape and space

Options

- These dances could be used in different contexts to support narrative themes (e.g., to celebrate the giant's downfall in *Jack and the Beanstalk* or for a snowmen's party at Christmas).
- Different-coloured hoops or markers placed around the dance space could be used to indicate where each group meets.

Possible Unit Structure

- Lesson 1: Practise bouncy stepping, going and stopping and tapping and clapping; learn and perform the circle dance.
- Lesson 2: Recap the circle dance (as a warm-up); perform the farandole and group farandoles; create clap and tap partner phrases.
- Lesson 3: Circle dance and farandole to warm up; create foursomes.
- Lesson 4: Practise, perform and evaluate the complete dance.

(continued)

ALL JOIN IN! (continued)

Possible Dance Structure

- Circle dance
- Farandole
- Foursomes

Warm-up

- Clap, tap and march on the spot in time with the music.
- Add knee bends and small bouncy jumps.
- Walk in and out of the spaces, stopping on signal. Do the same walking carefully backwards then sideways. Then repeat with the emphasis on bouncy steps (or skipping for those who can).

Tasks	Teaching Points
<p>Circle dance: Children stand in a circle and learn a simple circle dance:</p> <ul style="list-style-type: none"> • Clap hands 4 times and tap knees 4 times; repeat. • Hold hands and take 4 steps forwards and 4 backwards (twice). • Circle left and right 16 counts each direction. <p>Repeat, practise and refine until they can perform the dance with minimal prompting.</p>	<p>Rather than count aloud, use the phrasing of the music to indicate the next action phrase (sing along with the music or sing the tune of a well-known nursery rhyme while they are learning each figure or action phrase).</p> <p>If the group is small use 8 counts for circling in each direction.</p>
<p>Farandole: Break the circle in one place and lead the chain of pupils (hands held) along winding pathways, finishing with an arch through which the last child leads. This is called <i>threading the needle</i>. A spiral pathway is called <i>l'escargot</i> or <i>the snail</i>. The long chain could break into smaller units, with leaders following careful routes.</p>	<p>Keep steps small, neat and steady to avoid the end of the chain whipping round.</p> <p>The leader has to turn under his or her own arm to complete the threading phrase.</p> <p>Encourage careful walking and looking to avoid contact with other groups. Let each child experience leading others.</p>
<p>Tap and clap: Children sit in a space and keep the pulse and make patterns by tapping knees, clapping and tapping the floor. They sit opposite a partner and make their own tap and clap pattern. Once they learn this, they perform it standing up. Half the class observe the other half of class.</p>	<p>Select good examples to demonstrate.</p> <p>Can they see the patterns? Are they working well with partners?</p>
<p>Foursomes:</p> <ul style="list-style-type: none"> • Pairs join to make groups of 4, forming a square (2 facing 2). • Each pair alternately makes an arch for the others to go through and back to their places. • They hold hands to form a circle that travels left and right. • Group decides on a clap and tap phrase (to be performed with partners for 16 counts). • 16 counts for a partner or group phrase to finish (encourage creativity). <p>Repeat, practise and refine the foursomes. Half the class watch the other half and evaluate. Swap.</p>	<p>8 counts for each arch; 8 counts to circle in each direction.</p> <p>Pairs could share their clap and tap ideas before deciding (e.g., hold hands or link arms and turn together) or dance on the spot with busy feet (e.g., tapping with heels and toes or hopping and jumping on the spot).</p> <p>Do they have a clear pattern? Can they remember the whole dance? Do they work well together as a group?</p>
<p>Practise the circle dance, the farandole and the foursomes so that one leads to the next. Share with another class and assess individual achievement.</p>	<p>Use specific learning outcomes.</p>