

## WHAT A WEEK!

This unit is inspired by the book *Mr Wolf's Week* by Colin Hawkins, which introduces days of the week, weather, clothing and footwear. Different weather each day provides opportunities to explore a range of actions and dynamics and to develop the skills to create dance phrases and short partner dances.

### Specific Learning Outcomes

- Move with confidence.
- Match movements to music.
- Select movements that are appropriate to the dance idea.
- Enjoy watching people dancing and talk about what they see.

### Stimulus

*Mr Wolf's Week* by Colin Hawkins (1985 Heinemann, republished 1995 Mammoth, London), weather, days of the week, clothes.

### Resources

The book or a weather diary made by the children, pictures of weather-related activities such as ice skating, *Singin' in the Rain* DVD.

### Accompaniment

Different styles and rhythms (examples are suggested in the Teaching Points column).

### Content

- Pathways and general spatial awareness
- Dance with a partner, share space, lead and follow
- Travel, jump and turn
- Dynamic and rhythmic variety
- Control and coordination in a range of actions

### Assessment

- Use peer assessment throughout (half the class watch and offer feedback to other half and vice versa).
- Select good and interesting movement ideas to demonstrate throughout.
- Assess individual achievement of learning outcomes at the end of the unit.

### Curriculum Links

- General interest: Weather, days of the week, clothing and footwear
- Literacy: *Mr Wolf's Week*
- Music: Responding to various rhythms and styles

### Options

There is no need to follow the order in the book. The children could make their own weather or activity diary for this dance.

### Possible Unit Structure

Spend 1 lesson on exploring 2 days of the week, recapping the previous day each time to build a unit of work and a complete dance to perform.

### Possible Dance Structure

Having explored all the activities, groups of children could be allocated different days' phrases to perform in order. All the class could perform the first and last day of the week.

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**WHAT A WEEK!** (continued)**Warm-up**

Lead a lively warm-up such as the Cold Day warm-up (see chapter 5 in the book and the Warm-ups folder on the web resource) or use the various types of stepping to structure a warm-up phrase that can be used each lesson (e.g., stamp and jump, slide and turn, small and large steps, jog).

Tasks	Teaching Points
<p><b>Monday is wet:</b> Put on imaginary wellies. Stamp and jump in imaginary puddles. Jump from puddle to puddle. Make a pattern of stamps and jumps. Copy good examples. Lead and follow in pairs. Watch Gene Kelly's solo from <i>Singin' in the Rain</i> and talk about the different steps and jumps they can see.</p>	<p>Use a march such as "The Radetsky March" by Strauss.</p> <p>Look for variety in jumps, stamps, rhythmic patterns and independent use of space. This will enhance their puddle dance.</p>
<p><b>Tuesday is foggy:</b></p> <ul style="list-style-type: none"> <li>• Sit, stand and step carefully with eyes closed, feeling all around.</li> <li>• Lead a partner (they close their eyes) through the fog. Go carefully in and out, forwards and backwards, around, up and down. Swap.</li> <li>• Drift, spread and swirl into a space and sink slowly to the floor.</li> </ul> <p>Practise and refine this phrase.</p>	<p>Use atmospheric music (e.g., "Alpha" by Vangelis or "Oxygene" by Jean Michel Jarre).</p> <p>This dance idea develops trust. Model the leading task first.</p> <p>Pick out good examples to demonstrate sensitivity and control.</p> <p>Let children describe how it feels to be led.</p>
<p><b>Wednesday is cold:</b></p> <ul style="list-style-type: none"> <li>• Put on imaginary ice skates.</li> <li>• Stand up carefully on the slippery ice; fall over; stand up again.</li> <li>• Slide and glide gracefully across the ice, forwards and backwards.</li> <li>• Add turns, jumps and a balance to finish.</li> </ul> <p>Skate with a partner (hand in hand or arm in arm). Help each other to turn and jump. Balance together in a splendid shape to finish.</p> <p>Create a short partner phrase of travel, turn, jump and balance and evaluate. Half the class watch other half of class.</p>	<p>Use a Strauss waltz such as "The Blue Danube" as accompaniment.</p> <p>Encourage smooth, gliding actions.</p> <p>Explore types of smooth turns: Vary the shape, height, speed, use of feet (apply also to jumping).</p> <p>Look for good partner-work and smooth actions.</p>
<p><b>Thursday is snowy:</b></p> <ul style="list-style-type: none"> <li>• Put on imaginary warm clothes, boots and gloves.</li> <li>• Step on the crisp, clean snow and make footprints making no sound at all.</li> <li>• Follow a friend and copy his steps and patterns.</li> <li>• Make an imaginary snowman together. Then one pretends to be the snowman, growing from a small round shape as the other partner models. They both melt together.</li> <li>• In pairs, perform footprints and snowman phrases.</li> </ul> <p>Pair-to-pair assessment.</p>	<p>Use chilly music such as "Tubular Bells" by Mike Oldfield.</p> <p>For instance large, small, turned in and out, straight and curvy, hopping, jumping.</p> <p>Can they remember the whole phrase of footprints followed by the snowman phrase?</p> <p>Which children work well with partners?</p>

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**WHAT A WEEK!** *(continued)*

Tasks	Teaching Points
<b>Friday is windy:</b> <ul style="list-style-type: none"> <li>• Stand rooted to the spot and sway gently in the breeze.</li> <li>• Develop speed and strength, moving arms and torso as if blown by a gale.</li> <li>• Travel in one direction, then another, as if blown this way and that (use leaves or litter as examples).</li> <li>• Jump lightly and spin, then all travel in a spiral pathway and finish close to the ground in stillness.</li> </ul>	<p>Use music such as “Autumn” from <i>The Four Seasons</i> by Vivaldi.</p> <p>Indicate which direction to travel in each time.</p>
<b>Saturday is sunny:</b> <ul style="list-style-type: none"> <li>• Jog on the spot, lifting knees high. Keep an even pulse.</li> <li>• Jog forwards and backwards; jog and turn on the spot.</li> <li>• Jog to meet a friend in the park and do some exercises together.</li> </ul> <p>Pairs choose 2 exercises to make a phrase that repeats.</p>	<p>Use lively exercise music.</p> <p>Discuss and try out suitable exercises first (e.g., star jumps, bending and stretching, circling joints).</p> <p>Look for ability to create a pattern of actions.</p>
<b>Sunday is very, very hot:</b> <ul style="list-style-type: none"> <li>• Smooth imaginary sun block gently on face, arms and legs.</li> <li>• Put on imaginary sunglasses and hat.</li> <li>• Lie down to sunbathe and dream of floating gently on an airbed (sway a little from side to side).</li> <li>• Try to roll over and change position slowly without upsetting the airbed.</li> <li>• Finish in a relaxed position.</li> </ul>	<p>Use chill-out music such as “Ocean Beach” by Black Mighty Orchestra.</p>
<p>Recap and practise each day’s dance and structure a performance as suggested in the Possible Dance Structure box.</p> <p>Assess individual achievement.</p>	<p>Use the specific learning outcomes.</p>