

BUILDERS AT WORK

This unit is based on the everyday actions of builders on a building site. It provides opportunities for developing coordination, rhythm and spatial awareness and also encourages the children to explore dance relationships with a partner.

Specific Learning Outcomes

- Perform a range of actions with control and coordination.
- Develop actions by using dynamics and space with a partner.
- Discuss and share dance ideas with a partner.

Stimulus

Builders and building sites (a visit to a building site would be an excellent starting point for ideas for this dance)

Resources

Pictures, photos, video or real-life experience of a building site; protective clothing (to talk about); flip chart or whiteboard; mechanical toys; Bob the Builder stories or videos

Accompaniment

Music that is bouncy and rhythmic (e.g., Variations 1 to 4 by Andrew Lloyd Webber)

Content

- Actions led by hands and other body parts coordinate
- Clear gestures coordinated with stepping, jumping and turning
- Strong and rhythmic contrasted with smooth and flowing dynamics (see chapter 3)
- Pathways, levels and changes of direction (see chapter 3)
- Partner skills: creating shapes together; matching, mirroring and leading and following

Assessment

- Peer evaluation (individual, pairs and groups) of different sections of the dance.
- Digital photos of effective partner and group work.
- Videotaped evaluation of the finished dance using the specific learning outcomes.

Curriculum Links

- Geography: Environment
- Science: Forces and motion, materials
- Topic: Buildings

Options

- For younger, less experienced children, create and teach a mechanical digger phrase to perform individually.
- Instead of a tea break, the dance could end with a whole-class structure, all contributing different levels and shapes.

Possible Unit Structure

- Lesson 1: Introduce idea and look at resources; create word bank; practise going to work; explore and create mechanical diggers in pairs (and possibly 4s).
- Lesson 2: Recap first two sections; explore and create Foundations and Wheelbarrow sections.
- Lesson 3: Recap Foundations and Wheelbarrow sections; explore and create Building Together and Finishing Touches sections.
- Lesson 4: Practise each section; add the tea break ending and perform the complete dance.

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BUILDERS AT WORK *(continued)***Possible Dance Structure**

- Going to work: pathways and moods; meet up in 2s or 4s
- Mechanical diggers: in pairs or groups
- Foundations: dig, drill and pound phrase
- Wheelbarrows: winding pathway to a new space and meet a partner
- Building together: cement mixer, brick laying and creating an architectural shape
- Finishing touches: painting with a partner
- Tea break: carry a ladder, climb scaffolding, drink a cuppa

Warm-up

- Lead a lively warm-up to mobilise and raise the pulse.
- Mechanical diggers: Introduce circling actions (small and large circles with hands leading), bending and straightening knees to scoop and lift rubble; slow, strong pushing gestures; and big steps to a new space.

Tasks	Teaching Points
Introduction: Look at pictures or video of builders at work and talk about the jobs that builders do.	Compile a word bank of actions (e.g., <i>dig, drill, scoop, push, lift, carry, hammer, saw, build, paint</i>).
Going to work: Children pretend to put on protective clothing (overalls, boots and hard hat); they walk to work, making their own pathway and including changes of direction. As they travel, they explore different moods (e.g., happy, tired, proud) before choosing their favourite! Show a partner.	Children follow a route that should include changes of directions. They walk with a sense of purpose. Consider posture, facial expression and type of step when showing different moods. Can they guess the mood and see a clear pathway?
Mechanical diggers: Explore the actions of mechanical diggers: circling wheel-like actions and scooping or pushing actions. • They work in pairs to create a short phrase of circling, scooping and pushing. • They could combine with another pair to make a larger digger. Groups evaluate groups or pairs evaluate pairs.	Aim for 2 different actions at the same time (one pair circling and one pair scooping or pushing). What do they like about the other group's digger actions?
Foundations: Children individually explore digging, drilling and pounding actions. Develop by adding travelling, turning and jumping actions to create a phrase that can be repeated.	Select one clear, rhythmic, repeated gesture for each action. Combine actions (e.g., dig and step; drill and jump and turn to change front; pound and lunge).
Wheelbarrows: Children load imaginary tools into a wheelbarrow and push it to new space to repeat the whole dig, drill, pound phrase. Children perform and link the previous phrases to make a short dance. Half the class observe the other half.	They follow a winding pathway. Do the dancers keep time with the music? Can they identify different building actions?

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BUILDERS AT WORK (continued)

Tasks	Teaching Points
<p>Building together: Children face a partner and hold hands to create a round cement mixer shape and explore twisting, turning, sinking and rising while in hold.</p> <p>Children build a wall of imaginary bricks together in a clear rhythmic pattern from low to high. They take turns to lift and place bricks.</p> <p>Children end this section by making a still partner shape to represent a wall, corner, doorway, arch or window.</p>	<p>Children could face each other or work side by side.</p> <p>Encourage clear, strong gestures.</p> <p>Shape could be flat and wide, tall and narrow, curved or pointed.</p> <p>Look at features of the dance space for ideas.</p> <p>Facing or side by side?</p>
<p>Finishing touches: Children work in pairs to paint the walls (mirroring each other). They paint smoothly and slowly side to side and up and down. Pairs evaluate other pairs.</p>	<p>Take it in turns to lead and follow.</p> <p>Encourage large, smooth, flowing actions.</p> <p>Can they match their actions to a partner's?</p> <p>Can they keep time with the music?</p>
<p>Tea break: Children carry an imaginary ladder in pairs across the building site (they decide on a route).</p> <p>They place the ladder against imaginary scaffolding; climb up and walk carefully along the planks to sit side by side and have a tea break.</p> <p>Practise each section and the complete dance (use wheelbarrow phrase for transitions). Perform to another class.</p> <p>Videotape and evaluate.</p>	<p>One behind the other with a space between.</p> <p>Carry the imaginary ladder with fists above heads.</p> <p>Each practises leading and following a few times.</p> <p>This will take imagination! Partners should climb the ladder one after the other and shuffle sideways carefully before sitting side by side.</p> <p>Use the specific learning outcomes.</p>