

WEEK ONE

WEEK TWO

LEARNING INTENTION	Science - light travels in a straight line Dance: what is the action 'traveling'	Science - when light is stopped by an opaque object a shadow is cast the same shape as the object. Dance - shadowing a partner
KEY VOCABULARY AND QUESTIONS	How does light travel? How can we communicate this idea through movement? Travelling/straight pathway/ action/speed/level/phrase/improvise	Can light move round an object? What happens if there is no light? What shape is the shadow? How can we communicate this idea through dance? Absence/presence/shadow/source
PREPARATION AND WARM UP	Rules of dance class: sound for attention/time out in hoop/ safety/ what to do if they are stuck - cards to hold up Line up in height order - why? Accumulation - see week 2	Lineup in height order - why? Remind of rules and team work Accumulation - gives movement vocabulary Include phrase from last time Structures physical response and safety Increases heart rate and warms core muscles
ACTIVITY CONTENT whole class In 2's In 4's	<ul style="list-style-type: none"> ➢ Using different levels and speeds: ➢ Travelling - going from A to B, drama scenarios to explore ➢ Improvise to music ➢ Travelling – Forwards <ul style="list-style-type: none"> • Backwards • Side ➢ Teach a phrase which combines ➢ Keep or alter - refine/create ➢ Concentrate <i>in</i> moving on a straight line - impose limit ➢ How do groups work successfully together? Travel continuously 	<ul style="list-style-type: none"> ➢ Whole class: improvise travelling, ➢ Come towards/away from teacher (source) using a straight pathway ➢ In 2's -Person to person game ➢ Shadow person travelling ➢ Recap straight pathway phrase with partner ➢ And in 4's in pairs ➢ Perform phrase but one person remains still and blocks pathway - other takes shape and shadows -swap over ➢ Watch individuals who are performing well
WARM DOWN	Reduce speeds of travelling through to stretches	In a large circle shadow movements into stretches
PLENARY AND EVALUATING AND IMPROVING PERFORMANCE	Ask children to describe difference between travelling and axial movement. What is the main purpose of travelling? Problems with performing continuous travelling? Control of energy. Improvements	Ask children what the difficulties are when shadowing someone. Introduce body shape sign Theatrical term of blocking someone when you can't see them
RESOURCES	CD/cassette player, selected music, notation card - straight path Electric guitar, hoops, coloured card Flip chart/pen? (or in class - ideas)	As last week with body shape sign
ASSESSMENT FOCUS	Were the children able to travel continuously? What was the complexity of their phrase? Could they keep to a straight line? Did they work in a focussed and sensible manner?	Were the children able to work sensibly together? Were the shadow shapes and movement shadowing accurate? How good was their movement memory - was the sequence recalled from last week?

WEEK THREE

WEEK FOUR

WEEK FIVE

Science - shadows change length as the earth moves around the sun Dance - lengthening and shortening a travelling phrase	Science - electric light as a source of light and reflected light Dance - creating an interesting visual environment. Theatre as a special place	Science - communicating the children's understanding of light and shadow Dance - the form of the dance in a performance setting
Does the shape of a shadow change during the day? Why? Does the direction of a shadow change during the day? Why? How can we communicate this idea through dance? Lengthen, shorten, repeat, omit, predict, counts, beats	What other light sources are there? What materials could we use to shine light through to create colour, texture and shape? How can we use these ideas to create an exciting visual setting for our dance? Visual, environment, theatre, accompaniment, transparent, opaque, translucent	What elements have we learnt about to do with light and shadow? How could we use this them to give the dance form with a beginning (introduction) middle (main content) and end (conclusion)? Stimulus, form, arrange, perform, present, communicate
Line up in height order - why? Team work and behaviour Accumulation including taught phrase using change of level, direction, towards, away, straight paths, improving performance	Have a look at a box of materials and predict what will happen when light is shone behind them. Think about sound accompaniment -how would light sound, shadow, darkness?	Decide on roles for children to play - set design, accompaniment, dancer Whole group - move as if you can feel the sun (visually impaired) In 2's lead each other around, one person has eyes shut (sight impaired)
<ul style="list-style-type: none"> ➤ In 2's - recall their travelling phrase – has it got changes of level, action, direction? ➤ Fit it into 8 counts exactly using drum ➤ Fit it into 4 counts by speeding up or omitting action (s) using drum ➤ Fit it into 12 counts by repeating, adding new action or slowing down using drum ➤ Watch each others work and evaluate the accuracy ➤ In 4's show different times of day by the length of phrase - organise: longest first, shortest, longest again. 8, 4, 12 ➤ As source of light changes so does direction of shadow/performance 	<ul style="list-style-type: none"> ➤ Try out effects of materials in small groups ➤ Make coloured torches ➤ Make foil mirrors ➤ Make oht puppets with felt tips and cellophane ➤ Use sheet/lycra/newspaper to make shapes/silhouettes against ➤ Explore movement ideas using the materials as a group of 6 to 8 ➤ Use large roll of newspaper to project on and move behind, gradually tearing it and break through 	<ul style="list-style-type: none"> ➤ select the form of dawn, day and night ➤ newspaper/sheet with coloured oht and silhouette shapes ➤ light tears through to full light ➤ travelling phrases in straight pathway ➤ blocking and shadowing ➤ changing length and direction of phrases as they rotate around a sun ➤ light dims to reveal coloured torches and mirrors - dancers still move feeling warmth ➤ finish by leading each other through the dark and off stage
Shorten counts of phrases 16, 12, 8, 4 then stretch for 1,-2, 3, 4, -	Each group show their best work and ideas	Shadow each other travelling ending in a circle
Ask children what the counts represented. How successful were they at altering phrase? Improvements?	Ask the children what the three categories of materials are and how they affect the light. How did the children have to move to catch/reflect the light? Where was their focus?	What worked well? Improvements? What questions might infants ask about light and shadows? What misunderstandings might they have? How would we answer them?
As week two with stillness sign, Straight pathway sign showing different durations drum, stick	Torches, powerful torch, cellophane, oht and ohp, sellotape, feltips, greaseproof paper, large roll of newspaper, lycra or sheet, foil and card	As week four
Did the children listen to the drum? Did the children move with ease? How easily were problems solved?	Did the children predict accurately the nature of the materials? Did they co operate well in larger groups? Were the children inventive working with materials and movement ideas?	Did the children maintain the pace of the dance piece? How did the children respond to instructions? How focussed and supportive was each group?