

Dance: The Family Picnic

Pupils should continue to apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating and collaborating with each other. They should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. They should be taught to perform dances using a range of movement patterns.

Objectives/Learning Outcomes:

- Pupils will be able to demonstrate the development of key skills; turns, jumps, travelling, stillness and gesture.
- Pupils will be able to demonstrate an understanding of a range of compositional devices to develop motifs and group relationships.
- Pupils will be able to describe, analyse, interpret and evaluate simple choreographic form.

Duration: A series of 45 minute lessons

Environment/Space: Gym/Hall/Dance Studio

Additional Staff: Learning Support as appropriate

Health and safety

- Do the children's clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?
- Are the children aware of others when they are moving and working?
- Have all the children warmed up and cooled down properly?

Description of Activity

In groups of 4-6, pupils create 2 freeze frames for each of the 4 categories: *Travelling to the Country*, *Enjoying the Picnic*, *Playing in the Countryside* and *Climbing Trees and Rocky Outcrops*.

- Get pupils to think of typical scenarios. When these have been rehearsed looking at characters, levels, narrative, etc, pupils can work on transitions from each freeze frame to the next. A chance to include some interesting actions, e. g. pathways, rolls, travel, contact, etc.

Travelling to the Country

Pupils create a series of actions based on '*travelling to the country*'.

Short phrases of movement are created to move into and out of the two freeze frames for this category. Movements might include actions which are slow, controlled and stretched and movements working in pairs (mirroring movements) e.g. cycling, sitting in a car, catching a train etc.

The pupils can develop these phrases using unison and canon, including levels and moments of stillness.

Enjoying the Picnic

Pupils discuss 'picnics' or B-B-Qs and the various features that might appear e.g. unloading the car, laying a table, preparing a B-B-Q, collecting wood and finally sitting down to eat.

- Pupils plan and perform two 'freeze frames' before planning 3 linking phrases.
- How does it end: having a 'snooze in the sun'.

- This could be further developed with the pupils performing the same phrase but with different timings and could also include ‘slow motion effects’, to further enhance their control of dynamics.

Playing in the Countryside

An opportunity to introduce the 5 varieties of jumps - 2:2, 2:1, 1:2, 1:1 and 1 to the other. Pupils work on the idea of running through fields, running away from animals (Bulls!) (focussing on varying distances) to then jumping over fences. These ideas could be made into a travelling sequence.

Climbing Trees and Rocky Outcrops

Based on ‘Parkour’ (free running), pupils use each other as ‘rocks’ or ‘trees’ to travel over, around or under.

In pairs, A runs in to the space and creates an interesting, strong rock/tree shape, B runs to A and either goes over, under or around A. B then continues in to the space and creates a shape and then A runs to B to either go over, under or around A. This can be repeated.

Get pupils to think about using interesting pathways, e. g. circular, zig-zag, etc. Focus on fluid movement.

Pupils all start in the ‘family freeze frames’ and then go to different parts of the space to perform their work (one group at a time).

They could finish back in a ‘family freeze frame’.

This could be a contrasting freeze frame where all have had a good day in the countryside and are exhausted or looking fed up to be going home.