



ACTIVITY FOCUS	YEAR	DATE
Physical and Creative Development – Dance Stimulus – Jungle Fever	1	00.00.000

LEARNING INTENTIONS	SUCCESS CRITERIA	L/N FOCUS	DEVELOPMENT
<ul style="list-style-type: none"> • Perform basic body actions of travelling using different body parts. • Link some basis actions into a sequence. • Improve their control and use of different levels, direction of travel. 	<p>Explore: a variety of movements in response to music.</p> <p>Choose: ways to express and interpret their feelings about their responses to action words and music.</p> <p>Practice and Improve: ways to link their movements individually and with a partner to make a short sequence.</p> <p>Show and explain: their sequence to others and identify the movements and links.</p> <p>Evaluate and feedback: on their own and others sequence and identify ways in which they could improve next time.</p>	<p>Oracy: Using action words to describe: travel; direction; space, moods and feelings [expressive qualities]; the nature of movement [dynamic qualities], e.g. fast, strong, gentle; prepositions.</p> <p>Shape, position and movement: develop an awareness of position and movement during their own physical activities.</p>	<p>In the classroom: Read 'Rumble in the Jungle.' Children choose 4 favourite animals. Watch 'Jungle Book' DVD; look at animals and their movements. Mind shower action words and bring to dance session.</p> <p>Warm up: Animal movements. Ref. to mind shower words, e.g. 'slither' for snake; 'swinging' for monkeys; 'prowling' for cats. Children demonstrate an action when they say a word. Children's action words animated using 'I Wanna be Like You' music - in space, copying teacher. Use the words and actions given from the children in a gentle warm up.</p> <p>Development: Focus on the snake. Children working individually. What actions did they see in the 'Jungle Book' DVD? Children choose 3 words/actions, e.g. slide, slowly, slither. Solo, on the spot, children animate their words, e.g. slowly roll hand, slide hand down leg, travel hand under, around and over leg. Share good movement ideas. Make the movements bigger. Extend movements away from isolated body parts into whole body., e.g. slowly roll hand and develop into whole bodywork, such as on knees, slowly roll body, hands in air, hands clasped. Slide hand down legs; slide body down onto floor. Practice and refine. Link the actions together. In pairs, share movements and link them to build a phrase. Travel around, under and over each other. Show interesting/imaginative/co-operative/controlled movement. Children perform and talk about each other's work. What do they like about the movement? What would make their piece better Change the level / relationship. Variations in body tension, levels and the relationship between them. One pair shows another pair. Encourage constructive feedback. Class demonstrations. Half class perform while the others observe. Swap over. Promote appreciation of the work of others.</p> <p>Cool down: King of the Jungle: Whole class lying down. Choose a child who is the 'King of the Jungle' to watch the sleeping lions. Whole class on floor in a space. When a child moves, they are 'out' and have to help the King of the Jungle find others who aren't sleeping.</p>

PHYSICAL AND CREATIVE DEVELOPMENT

- Link basic actions in sequence and improve their control and use of different shapes, levels and direction of travel
- Develop their control by linking movements to create a series of body shapes and pathways