

Unit 3

Stage 1: ALL THE FUN OF THE FAIR

Content overview

ALL THE FUN OF THE FAIR engages students in dance activities using thematic stimuli. Through a range of warm-ups and improvisations, students develop body skills, strength and control. Responses to these experiences are then developed in individual, small-group and class compositions.

- Lesson 1:** *Dodgems and ring events*
Students explore the elements of space using the thematic stimulus of the fair. In this lesson students respond to a series of activities culminating in performance.
- Lesson 2:** *Rides: The chipmunk and swings*
Students visit the rides at the fair and develop a movement sense by experiencing the body in motion.
- Lesson 3:** *Lost and found*
Isn't the fair exciting? Full of emotion and activity. The exploration of emotion allows students to communicate feelings through movement.
- Lesson 4:** *Mirror maze*
Problem-solving skills are essential in dance composition. Lesson four poses a series of individual and group problems in which students are invited to develop shapes in space.
- Lesson 5:** *Sideshow alley*
What is the best part of visiting the fair? Take the students to sideshow alley and develop movement based on what you find. Do you want to go?
- Lesson 6:** *Our show*
All good shows must come to an end. The finale allows the students to present a class dance using the skills developed. On with the show...

Outcomes and indicators

In the lesson programs, a sample indicator is sometimes applicable to two outcomes (e.g. Performing and Appreciating; Performing and Moving). The double-coding (i.e. P,A) is used to show the integral relationship between the outcomes.

Outcomes and indicators: **ALL THE FUN OF THE FAIR**

| | Stage 1 outcomes | Sample indicators |
|---------------|---|---|
| CREATIVE ARTS | Performing DAS1.1 <i>The student:</i> performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement. | <i>Students might:</i> <ul style="list-style-type: none"> • explore the space developing circular movement in the whole body (L1) • explore different pathways, directions and actions while travelling (L1) • work collaboratively with a partner to explore changes in direction while travelling (L2) • explore swinging movements and transfer of body weight (L2) • create and perform a group sequence that communicates feelings through movement (L3) • mirror, complement and contrast the shapes created by others (L4) • engage with a prop as a stimulus to explore movement (L5) • show contrasting dynamics to express movement ideas (L6) • perform as a class group to communicate thematic ideas (L6) |
| | Composing DAS1.2 <i>The student:</i> explores and selects movement using the elements of dance to express ideas, feelings and moods. | <i>Students might:</i> <ul style="list-style-type: none"> • create and perform a movement sequence in response to musical cues (L1) • develop a variety of shapes drawing on their experiences of emotions (L3) • explore the use of dynamics to express feelings (L3) • show imagination in selecting jumps to create and perform a sequence (L4) • explore and construct group shapes using mirroring techniques (L4) • work with a partner to explore movement ideas based on a theme (L5) • create individual and paired shapes using a ribbon (L6) |
| | Appreciating DAS1.3 <i>The student:</i> gives personal opinions about the dances and their purpose that they view and/or experience. | <i>Students might:</i> <ul style="list-style-type: none"> • reflect on the purpose of movement in relation to thematic ideas (L1) • observe and talk about the actions they have explored in the performing activities (L2) • reflect on the ideas communicated by the group shapes (L5) |
| PDHPE | Dance DAS1.7 <i>The student:</i> performs simple dance sequences incorporating basic movement skills and patterns. | <i>Students might:</i> <ul style="list-style-type: none"> • explore different pathways, directions and actions while travelling (L1) • follow and repeat simple movement skills and patterns to specific rhythms (L2) • work collaboratively with a partner to explore changes in direction while travelling (L2) • show movements with various parts of the body (L3) • mirror, complement and contrast the shapes created by others (L4) • explore rhythmical patterns using different body parts (L5) • show contrasting dynamics to express movement ideas (L6). |
| | Moving MOS1.4 <i>The student:</i> demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations. | <i>Students might:</i> <ul style="list-style-type: none"> • explore a variety of ways to travel using locomotor skills (L1) • explore swinging movements and transfer of body weight (L2) • develop dance sequences that reflect feelings and emotions (L3) • explore the use of dynamics to express feelings (L3) • develop a variety of shapes in response to a stimulus (L4) • work with a partner to explore movement ideas based on a theme (L5) • perform and practise a movement sequence (L6) |

Lesson 1: Dodgems and ring events

Sample indicators

Students might:

- explore the space, developing circular movement in the whole body (P)
- explore different pathways, directions and actions while travelling (P,C) (DA)
- create and perform a movement sequence in response to musical cues (P,C)
- reflect on the purpose of movement in relation to thematic ideas (A)
- explore a variety of ways to travel using locomotor skills (MO).

| Learning experiences | Music | Teaching notes |
|---|-------------------|--|
| <p><i>Circling:</i> Each student sits cross-legged inside a hoop, evenly spaced throughout the room, facing the teacher. <i>Circle wrists, arms, ankles. Spin around, on bottom, in both directions. Kneel and make circular movements with torso and arms, and roll head gently across chest. Stand in the hoop and repeat all circling movements.</i></p> | None | A non-contact teacher-directed activity. Provide a stimulus based on the rides and ring events of a fair. Define the students' personal space. Cue the students to initiate movement. |
| <p><i>Jump pattern:</i> Students begin in their hoops. <i>On count 1, jump out, on count 2, jump in, on counts 3 & 4, jump up and down 3 times in the hoop. Repeat this pattern while travelling around the hoop.</i></p> | Tracks 2, 3 or 15 | Alternative music, see resources. Clap the rhythm to begin. Use the rhythms of the music for the jump sequences. Extend by varying levels, size, directions and turns. |
| <p><i>Dodgems:</i> Standing inside their hoops, students travel through the space (carrying the hoops around their waist). When the music stops, students make a shape at a specified level (high, medium, low). As a class group, explore shapes at low, medium and high levels. Hold each shape for 8 counts and repeat.</p> | Tracks 2, 3 or 15 | Develop listening skills through the use of musical cues. Encourage each student to realise that it is a non-talking activity. Emphasise the need to travel in a variety of pathways with the hoop and not to contact others. <i>See how carefully you can cross through the centre without bumping into anyone.</i> |
| <p>Students travel (inside their hoops) in different directions: sideways, backwards, forwards. They travel in a variety of ways (e.g. skip, slide-step sideways, with high knees.) When the music stops, they create shapes incorporating the hoop and a specific body part (e.g. foot, shoulder, waist, elbow, knee).</p> | Tracks 2, 3 or 15 | Select students to demonstrate responses and reflect on other ways to travel. Explore using the hoop with a variety of body parts. |
| <p>Divide the class into 2 groups. One group spreads out in the space and makes a shape, while the second group dodges around them. When the music stops, the groups reverse roles.</p> | Tracks 2, 3 or 15 | |
| <p><i>The events ring:</i> Make a circle with the hoops. Students sitting in their hoops, discuss what events take place in a circus ring. Each student performs an event of choice within the circle.</p> | None | Brainstorm and improvise ring activities. Try without hoops. Emphasise clarity of movement. |
| <p><i>Dodgems and ring event combination:</i> Combine the movement activities already explored into a class dance.</p> | Tracks 2, 3 or 15 | |
| <p>Stand with feet wide and stretch in wide circles forward to back, and side to side. Breathe in deeply and slowly on the stretch upwards; breathe out when circling forward and down.</p> | None | This is a cool-down activity. Reinforce the use of breathing when stretching, making sure students are relaxed. |
| <p>Focus appreciation of dance activities by asking students to reflect on level, shape, use of body parts and thematic ideas.</p> | | |

Elements of dance

Resources

- Class set of hoops
- Photograph of a fair
- Percussion instrument
- Music: tracks 2, 3 and 15
 - Alternative suggestions
 - Trumpet A Go-Go (Happy music, Un Poco Rio)*
 - Pink Panther (It had to be tonight, Tiber Twist)*
 - Cocktail Capers*
 - Grid*
 - Yellow Magic Orchestra:
 - Synthesiser Collection Vol 3.
 - Synthesiser Greatest Vol 1.
 - Elite syncopations

Literacy considerations

Talking and listening: Teachers should provide clear and explicit directions as students are guided through the lesson sequence. Students use listening to follow instructions. To develop a background of study for this unit of work, the teacher and students should brainstorm, describe and discuss the various events or activities found “at the fair”, making comparisons with local shows and festivals.

Language

personal space
general space
travel
high, medium, low
shape
patterns
rhythm
beat
direction
arena

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Procedure, Talking and Listening, p. 128

Human Society and Its Environment, Units of Work, Board of Studies, 1998

- Stage 1 unit: Celebrations, p. 51

Mathematics K-6 Syllabus, Board of Studies, 1989

- Position 1-3, pp. 96-98

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Visual arts, subject matter: events, p. 87

Action

- Isolate body parts
 - Make shapes
- Perform locomotor actions: skipping, running, jumping

Space

- Perform using space: personal, general, high, medium, low levels forwards, sideways, backwards directions curved pathways

Time

- Perform a jump rhythm
 - Move to beat

Dynamics

Relationships

- Perform using a hoop

Structure

- Perform a combination of movements

Assessment

Were the students able to:

- move through the space with awareness and care for others?
- listen and respond to music cues?
- recall a sequence of movement?
- talk about their dance experiences?

Lesson 2: Rides: The chipmunk and swings

Sample indicators

Students might:

- work collaboratively with a partner to explore changes in direction while travelling (P) (DA)
- explore swinging movements and transfer of body weight (P) (MO)
- observe and talk about the actions they have explored in the performing activities (A)
- follow and repeat simple movement skills and patterns to specific rhythms (DA)

Learning experiences

Circling: As in lesson 1, students perform circling movements while sitting, kneeling and standing.

Swings: Students step forward on right foot and swing arms up, step back on the left and swing arms down. Repeat on left. Complete 4 times.

Swings: Students do 8 skips to a new location and complete 8 non-locomotor swings (as above). Then they take 8 hops to another location and repeat the swing sequence, varying the height and direction of the swings.

The chipmunk: In pairs, student B stands behind student A. A leads with a running step, B follows. Change leader on music cue. Vary direction and pathways. Add 1/4 and 1/2 turns

The chipmunk and the swing combination: In pairs, students perform a combination of the movements explored above. For section A, pairs perform the chipmunk, completing 8 changes of direction. For section B each student completes 8 followed by 8 swings. They repeat section A with a new partner.

Repeat the Ferris wheel stretch (lesson 1) three times.

Students reflect on which way of moving they preferred. Discuss:

- *what parts of the body move when you swing?*
- *what parts of the body move in straight lines?*
- *which movements do you enjoy performing?*

Music

Tracks 6 or 7 or alternative music: see resources.

None

Tambour or drum, Track 4 or alternative music: see resources.

None

Teaching notes

A teacher-directed activity. Hoops can be used as before.

Check students' feet during swings. Alternate the use of the foot and arm patterns. Check that the students transfer weight when swinging sideways and that the knees are bent. Two counts per swing (16 counts).

The chipmunk is like a railway carriage on a roller coaster which moves with sudden changes of direction. Practise the about-face first. Travelling is in a straight line.

Familiarise the students with the music cues. Use a percussion instrument to indicate directional change. The dance is structured in A B A form.

This is a cool-down activity.

Elements of dance

Resources

- Tambour or drum
- Music: tracks 4 and 6 or 7.
 - Alternative suggestions
 - Trumpet A Go-Go (Happy music)*
 - Pink Panther (Tiber Twist, It had to be tonight)*
 - 4/4 or 3/4 music with moderate tempo for “swings”

Literacy considerations

Talking and listening: Students are engaged in discussion as they reflect on their movement combinations and describe ways of moving. Students prepare their movement responses by following teacher’s instruction and direction. They also listen for musical (aural) cues to direct the performance of their movement combination.

Language

swings
transfer of weight
change of direction
sudden
focus
arc
curve
about-face
quarter turn
half turn

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Procedure, Talking and Listening, p. 128

Mathematics K-6 Syllabus, Board of Studies, 1989

- Position 1 & 2: Directional change, pp. 96-97

Science and Technology K-6 Syllabus and Support Document, Board of Studies, 1991

- Stage 1 unit: Toy World, p. 72

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Music, Structure p. 93; Movement, p. 95

Action

- Perform locomotor movements: skipping, hopping
- Use transfer of weight

Space

- Use general space
- Perform along pathways and in straight lines

Time

Dynamics

Relationships

- Improvise in pairs

Structure

- Dance in A B A form

Assessment

Were the students able to:

- suddenly stop and about-face?
- transfer weight in the swings?
- bend knees and relax head at the bottom of the swings?
- listen, identify and follow music cues?
- describe how it feels when performing a swinging movement?

Lesson 3: Lost and found

Sample indicators

Students might:

- develop a variety of shapes, drawing on their experiences of emotions (C)
- explore the use of dynamics to express feelings (P,C) (MO)
- create and perform a group sequence that communicates feelings through movement (P,C)
- show movements with various parts of the body (DA)
- develop dance sequences that reflect feelings and emotions (MO).

| Learning experiences | Music | Teaching notes |
|---|---|---|
| <p><i>Hundreds and thousands:</i> Ask students to imagine the space is a giant chocolate cake and they are the sprinkles. In a count of 8, they move to cover the cake.</p> | None | Students can be different coloured sprinkles and must spread out. Specify different ways of moving. |
| <p><i>Feet-off-the-ground:</i> Students run and stop to create a shape with one foot off the ground. Introduce other travelling steps (e.g. gallop, skips, leaps, glide).</p> | Track 15 or alternative music: see resources. | Use music cues for balance positions. |
| <p><i>Happy and excited shapes:</i></p> <ul style="list-style-type: none"> • Ask students how they know when someone is happy or excited. <i>What does your body do when you are happy or excited?</i> • Individually, students explore a low happy shape. <i>Make another shape at a different level. Create a sequence of 3 or more shapes.</i> • In groups, number each student 1-4: 1 creates a shape, 2 builds on it. Repeat for all members. | None | Encourage expression with the whole body. Move through the low, medium and high levels, in silence. |
| <p><i>Happy and excited travelling:</i></p> <ul style="list-style-type: none"> • Students improvise travelling actions that represent happy and excited. • In groups make a conga line with the leader travelling expressing happiness. Rotate the leader on a music cue. | Track 2 or alternative music: see resources. | Provide suggestions if necessary. Students are not to hold on in the conga line. |
| <p><i>Sad and lost shapes:</i> Repeat the above activity, creating a sequence of sad and lost shapes on 3 levels.</p> | Gong or cymbal | In pairs students develop the sequence by moving through the 3 shapes in a slow controlled manner. Using a gong or cymbal, beat 3 soft beats for transition or a soft roll to hold the shape. |
| <p><i>Lost and found:</i> In pairs, student A holds a sad and lost shape while student B circles once without touching. Student B “connects” to student A with one body part (e.g. hand to shoulder; knee to foot). Student A “gains life” and moves on to another partner.</p> | None | Silence. |
| <p><i>Sad and lost travelling:</i> Explore pathways that might suggest sad and lost.</p> | | |
| <p><i>Create a group dance:</i> In groups of four, students create a dance on the thematic idea of going to the fair and getting lost.</p> | None | Select a range of themes. Specify how the thematic ideas should link. |
| <p>Students begin in a closed, low, sad shape, and stretch open to a high, happy shape. Repeat 3 times.</p> | None | |
| <p>Students reflect on how they conveyed moods through body shape and action.</p> | | |

Elements of dance

Resources

- Cymbal or gong
- Music: tracks 2 and 15
 - Alternative suggestions
 - The Grid (Rollercoaster)* (happy)
 - Trumpet A Go-Go (Begin the Beguine)* (sad).

Literacy considerations

Talking and listening: This lesson provides opportunities for students to explore the idea of how expression and gesture help to convey meaning. Students work together in groups of four to jointly construct a narrative on the theme of getting lost at the fair, which is expressed through movement.

Language

levels: high, medium and low
lost, found
happy, sad
contrast
conga line
pacing

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Narrative, Talking and Listening, p. 119

Mathematics K-6 Syllabus, Board of Studies, 1989

- Area 1, p. 125

Creative Arts K-6 Syllabus; Board of Studies, 2000

- Drama, Contrast and mood, p. 99.

Action

- Create contrasting shapes

Space

- Explore levels
- Explore pathways

Time

Dynamics

- Create and perform movement qualities that are slow and sad
- Create and perform movement qualities that are excited and happy

Relationships

- Perform in pairs
- Perform as a group

Structure

- Create a movement narrative

Assessment

Were the students able to:

- create shapes expressing a feeling?
- develop contrasting shapes?
- work together in groups to create a movement sequence based on a theme?

Lesson 4: Mirror maze

Sample indicators

Students might:

- mirror, complement and contrast the shapes created by others (P) (DA)
- show imagination in selecting jumps to create and perform a sequence (P,C)
- explore and construct group shapes using mirroring techniques (C)
- develop a variety of shapes in response to stimuli (MO).

Learning experiences

Rodeo, lost, friends, tightrope: Students respond to *rodeo* (gallop with high kicks around the space), *lost* (create and hold a lost shape), *friends* (form a group with students in close proximity), *tightrope* (moving as though on a tightrope in a straight line).

Jump pattern: Begin in hoop. On count 1, students jump out, on count 2, they jump in, on counts 3 & 4, they jump three times in the hoop. They use arms and twisting jumps.

Create a jump pattern: In pairs, students place hoops side by side on ground. Explore two different types of jumps (e.g. low, high, star or turning) and how they will be performed (e.g. side by side, opposite, one behind the other.) Present to the class. During performance of jump patterns, talk about the reasons why certain jump patterns worked better than others.

Symmetrical and asymmetrical: Students travel through space (walk, run, skip, gallop, leap, slide, hop, crawl, roll) making symmetrical shapes on a percussion signal. Repeat these activities using asymmetrical shapes. During shape exploration, talk about which shapes were easier to create and perform.

Copying: In pairs, one person makes a shape which the partner mirrors. Students take turns to make and mirror other shapes.

Jigsaw: In a class circle, two students enter and form a shape using mirroring. (The pair must be joined by a body part). A second pair enters and creates a shape in the space between them. The first pair exit and another pair enters—to continue the game for all students.

Mirror maze: Divide the class into two even groups. Students in group A make and hold a shape in the space (the “mirror”). Group B (“visitors”) enter the maze to stand in front of a “mirror”. The “visitor” copies the “mirror” shape. The “mirror” moves on to become a “visitor” and the action is repeated.

Giant maze: The class stands in a circle formation. Four students create a shape in the centre. Another four students enter and join the shape. Continue, until all students are part of the maze of bodies.

Based on the words of the poem, *Who is there like me?*, students perform stretching, circling and curling movements.

- *Throughout the world:* Sitting, legs stretched in front, cross arms in a circle and stretch out to each side.
- *Who is there like me?* Bring knees to chest and wrap arms around knees, lowering head.
- *Who is there like me?* Repeat the first two actions.
- *I can touch the sky:* Stretch right arm up slowly.
- *I can touch the sky indeed!* Stretch left arm up, bring arms down to wrap around knees, forming a ball to roll backwards and back to the first position. Repeat all actions.

Music

None

None

Triangle or tambour

None

None

None

None

None

Teaching notes

Explain and demonstrate each word and call words out at random.

Provide practice time offering suggestions. Encourage students to watch and copy their partner exactly. Students sit when they have completed their task.

Use folded paper, geometric and organic shapes to demonstrate concepts. Add dynamic variation to travelling movements (e.g. strong, gentle, smooth, jerky, slow)

Use symmetry and asymmetry.

Perform as a non-speaking activity. Use a counting rhythm and name body parts to be joined.

Begin by copying the shape. Develop by allowing students to change a body part. Copy only one at a time.

Ensure that students respect each other and that care is taken that each student supports his or her own body weight.

Poem:

*Throughout the world
Who is there like me?
Who is there like me?
I can touch the sky,
I can touch the sky indeed!*

Extension

Other mirroring activities. Photograph student shapes. Explore shapes in the environment.

Elements of dance

Resources

- Hoop for each student
- Triangle or tambour
- Poem: *Who is there like me?* (Winnebago Indian).

Literacy considerations

Talking and listening: Students explore the concepts of symmetry and asymmetry in this lesson and teachers should ensure students experience a range of activities that support their understandings of these concepts. The teacher needs to provide clear and explicit instruction as the students work through each different activity. The students could discuss the meaning of the poem used in the cool-down activity.

Language

symmetry
asymmetry
axis of symmetry
copy
rodeo
tightrope
jigsaw
mirror
mirror-maze

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Poetry, Talking and Listening, p. 17

Mathematics K-6 Syllabus, Board of Studies, 1989

- Space 2D 3: Symmetry, p. 72

Action

- Perform locomotor actions and a range of body shapes.

Space

- Explore direction when creating shapes.
- Explore level when creating shapes.

Time

- Perform to fast and slow tempos.
- Perform movements cued by sound.

Dynamics

- Explore a variety of dynamics while travelling.

Relationships

- Move with a hoop.
- Create shapes in pairs.
- Create shapes in groups.
- Create shapes as a class group.

Structure

Assessment

Were the students able to:

- create a jump pattern in pairs?
- demonstrate symmetrical and asymmetrical shapes?
- collaborate to construct group shapes?

Lesson 5: Sideshow alley

Sample indicators

Students might:

- engage with a prop as a stimulus to explore movement (P,C)
- work with a partner to explore movement ideas based on a theme (C) (MO)
- reflect on the ideas communicated by the group shapes (A)
- explore rhythmical patterns using different body parts (DA)

| Learning experiences | Music | Teaching notes |
|---|--|---|
| <p><i>Body parts leading</i> Students move through the space leading with a specified body part (e.g. wrist, nose, heel, back).</p> | None | Demonstrate examples of body parts. Use imagery to enhance the movement (e.g. your eyes are on the back of your hands). Encourage the use of levels. |
| <p><i>Swings with ribbons</i></p> <ul style="list-style-type: none"> • Each student has a ribbon. They explore the space with non-locomotor circling, spiralling and turning movement. • Students vary how the ribbon is held (e.g. one hand, both hands, folded in half). <p>Develop the swing sequence from lessons 2 & 3 with ribbons: 8 swings forward and backward, 8 left and right. Introduce locomotor movement to the sideways swings.</p> | None | Use multi-coloured fabric to make ribbons. The use of the ribbons develops students' stretch as they endeavour to make the ribbon dance. Students use left and right hands to develop coordination. |
| <p><i>Partner sculpting</i></p> <ul style="list-style-type: none"> • In pairs, one student moulds the other into a specific shape drawn from the theme of a sideshow (e.g. horse, laughing clown, motorbike, boat). Sculptors may need to be reminded to make their creations interesting (e.g. a dancing horse, a feeding horse, a kicking horse) • Repeat for the other partner. • Variations: Limit the number of moves the sculptor can make. • Ask the sculptor to add his or her own body into the shape. | Track 5 or 6 or alternative music: see resources | Divide the group into two, if there is not sufficient room to perform as a whole class. Ensure that students bend knees throughout the sequence and change feet in the forward and backward swings. |
| <p><i>Group shapes with ribbons</i> In groups of 4-6, students create a sideshow ride (e.g. the merry-go-round, hurricane, giant slide, jumping castle, caterpillar tunnel). Develop the ride as a moving shape.</p> <p>Allow each group to present their shape, asking students to discuss the types of movements used for each ride. Description should take the form of what they saw and how it represents the ride. Video students and view the works. Ask students: <i>Which shapes worked and why?</i></p> | None | Demonstrate good practice first: the "clay" must be relaxed and cooperative, the sculptor must take care when moving body parts. Ensure non-verbal communication (clay cannot talk). Encourage cooperation. |
| | Any tracks used previously | Encourage students to discuss the ride's characteristics and to all contribute to the task. Create more structure to the task by giving each student a number – 1s create a shape, 2s build on the shape, and so on. |
| | | Develop a sense of theatre by asking students to demonstrate appropriate audience behaviour. Instruct the group when to start. Encourage positive comments about responses to the task. Direct questions to all students to encourage listening, viewing and critical thinking. |

Elements of dance

Action

- Isolate and manipulate body parts.
- Create shapes based on a theme.
- Perform swing actions.
- Perform actions with a prop.

Space

Time

Dynamics

Relationships

- Create movements using ribbons.
- Create a group shape.

Structure

Resources

- Ribbons for each student (these can be made out of cheap lining fabric, which usually is available in a range of bright colours).
- Music: track 5 or 6
 - Alternative suggestions
 - Pink Panther (Shades of Sennett)*
 - The Grid (Rollercoaster)*
 - Cocktail Capers (Rollercoaster)*

Literacy considerations

Talking and listening: It is important for the teacher to direct the questioning, and model appropriate responses, to each group's work during reflection. Students have the opportunity to express a personal response at this time.

Language

moulding
sculptor
sideshow alley
rides
locomotor

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Poetry, Talking and Listening, p. 174

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Drama, Movement and Mime, p. 96

Assessment

Were the students able to:

- use body parts to initiate movement and manipulate shapes?
- create a group shape, using a specific theme and prop?
- discuss the works they have made, making positive comments about what they like?

Lesson 6: Our show

Sample indicators

Students might:

- show contrasting dynamics to express movement ideas (P) (DA)
- create individual and paired shapes using a ribbon (C)
- perform as a class group to communicate thematic ideas (P)
- perform and practise a movement sequence (MO).

| Learning experiences | Music | Teaching notes |
|---|---|--|
| <p><i>Catch the beat:</i> Students begin in a circle and pulse to a beat or rhythm using their feet. Choose a student to demonstrate and make suggestions for other foot patterns. Place the rhythms on other body parts (e.g. arms, shoulders or hips).</p> | None | Select movement that allows for stretching and bending of body parts. |
| <p><i>Feet off the ground with ribbons:</i> Students travel until the music stops. They assume an interesting shape with one foot off the floor, incorporate the ribbon into the shape and freeze the position.</p> | Tracks 2, 3, 5 or 6 or alternative music: see resources | Challenge the students with a variety of travelling and levels. |
| <p><i>The exhibition hall:</i> In pairs, students explore creating shapes with each other and using the ribbons. Divide the class into two groups of pairs. One group represents the <i>exhibitors</i>, the other, the <i>visitors</i>. The exhibitors create a paired shape in the space. The visitors enter one behind the other, creeping. The pair chooses a shape and copies it, counting to 10. The visitors change one element of the shape (e.g. a body part, the ribbon, the direction or focus). The exhibitors move away to become the visitors.</p> | None | This activity demands careful observation and cooperation and must be conducted in silence. Solve problems with movement, not discussion. Begin with simple shapes. |
| <p><i>Fireworks:</i> Discuss the fireworks at the show. Describe the way they look, sound and move (flickering, sudden, bright, flying high, exploding, falling down). Students respond with arm movements (high, wide and low) using the fingers to flick. Vary using other body parts (feet, legs, shoulders and whole body). Students start low, flick one body part, build and explode into a jump and run to “cascade” down like a firework.</p> | None | Flicking is a sudden, light and flexible movement used to explore the quality of fireworks. Use a tambourine as accompaniment, lightly, then building in speed and volume. Stress movement quality and transfer of weight. |
| <p><i>Crowds:</i> Talk about how it feels to be caught in a crowd that is pressing around you. Each student responds, making strong, sustained pressing movements.</p> | None | Use voice: <i>prr..ees..sss</i> . Structure the sequence using counting, e.g. press for 8, flick for 8. |
| <p><i>Fireworks and crowds:</i> Combine the two dynamics and perform to music.</p> | | |
| <p><i>Our show:</i> Combine the activities to present a class dance within a circle.</p> <ul style="list-style-type: none"> • In pairs, students enter the circle and perform their <i>exhibition hall</i> shape. • Half the class enter and perform flicking movements, while the other half around the circle perform pressing movements. Repeat and change places. • Students travel out of the circle with ribbons, freezing on cue to create a shape. • Include activities from previous lessons, e.g. swing sequence. | Background to music: select from tracks already used | |
| <p>Students reflect on:</p> <ul style="list-style-type: none"> • the paired shapes made in the <i>exhibition hall</i> • their preference for flicking and pressing movements. | | |
| <p><i>Who is there like me?</i></p> <p><i>Throughout the world:</i> Standing, students make a circle facing inwards with the arms opening out to arms at the side.</p> <p><i>Who is there like me?</i> With bent knees, hanging from the waist with relaxed neck and arms wrapped loosely around shoulders.</p> <p><i>Who is there like me?</i> Repeat both of the actions above. <i>I can touch the sky:</i> Stretch right arm up slowly. <i>I can touch the sky indeed!</i> Stretch the left arm up, swing arms down, bend knees and jump.</p> | None | Recite the poem as the students respond. Encourage breathing in the stretch and relaxation. |

Elements of dance

Resources

- Ribbons for each student
- Drum and tambourine
- Music: tracks 2, 3, 5, or 6
Alternative suggestions
Pink Panther (Shades of Sennett, The Village Inn, The Tiber Twist)
Synthesiser Greatest Vol. 1 (Fourth Rendezvous)
- Poem: *Who is there like me?* (Winnebago Indian)

Literacy considerations

Talking and listening: During this lesson, the students explore further aspects of the fair. They use descriptive language and adjectives to describe fireworks and provide observations on the feeling of being in a crowd.

Reading: A variety of related literature is available to support the theme.

Writing: Students may record their feelings about *Our show* as a simple personal response.

Language

sustain
sudden
press
flick
exhibition
sequence
rhythm
cascade
explode
build
creep

Curriculum links

English K-6 Syllabus, Board of Studies, 1998

- Scope and sequence of grammar, Adjectives, p. 74

Human Society and Its Environment, Units of Work, Board of Studies, 1998

- Stage 1 unit: Celebrations, p. 51

Science and Technology K-6 Syllabus and Support Document, Board of Studies, 1991

- Stage 1 unit: A Sense of Direction Festival of the senses, p. 78

Action

- Perform pressing and flicking movements.
- Create and mirror shapes.

Space

- Explore level and direction.

Time

- Move to a beat.

Dynamics

- Explore and perform a range of movement qualities e.g. sudden, sustained, direct and indirect, firm, gentle, cascade.

Relationships

- Perform in pairs.
- Perform with ribbons.
- Perform in a class group.

Structure

- Perform a combination of movement sequences in circle formation.

Assessment

Were the students able to:

- express the changing dynamics of flicking and pressing?
- develop a range of interesting shapes using the ribbon as a prop?
- perform a structured sequence of movement activities as a group?