warm up // on the spot

how to set up:

- pupils need to be inside a large area, in a safe space
- spread marker spots around the area so there is one for each child to stand on in a space



how to play:

- children perform the following actions on their marker spots when asked to:
- jog/ bounce/ start jumps/ high knees/ heel flicks
- keep calling out different actions that the children can perform on the spot
- progression: see if they children can create their own ideas and the rest of the class can copy

equipment:

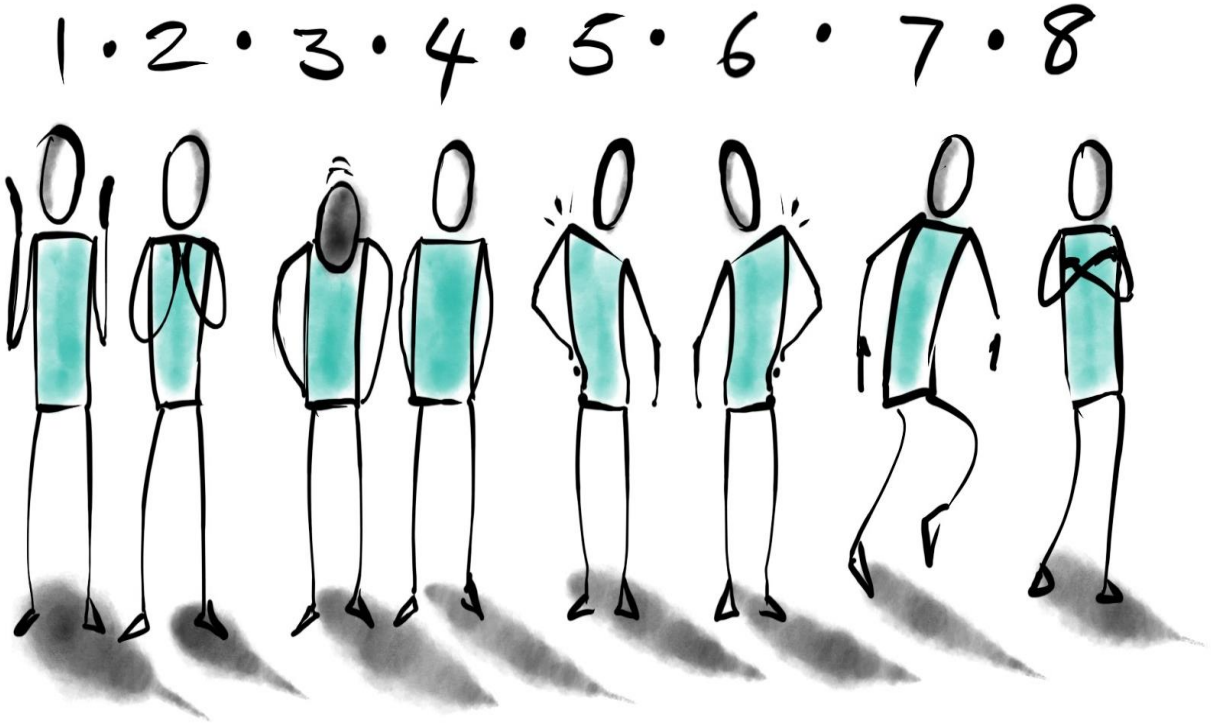
- marker spots

This is a summary of a full plan available at www.PEplanning.org.uk.
Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.

skill development // moving to the beat

how to play:

- set a dance phrase for the children to use using the count of 8
- e.g.: - clap, clap, nod, nod, circle right shoulder, circle left shoulder, jump and fold arms (1 count for each action)
- provide a count for the children to perform the dance phrase to, using the beat of 8
- slow Count - 1 count a little over a second
- medium Count - 1 count per second
- fast Count - 1 count a little quicker than a second
- children should perform the phrase in time with the count
- discuss why it is important to move in time with the music:
- dance moves are choreographed to match the music, it is important to perform them at the right time
- progression: give the children a more difficult dance phrase



equipment:

- a device for playing music
- speaker

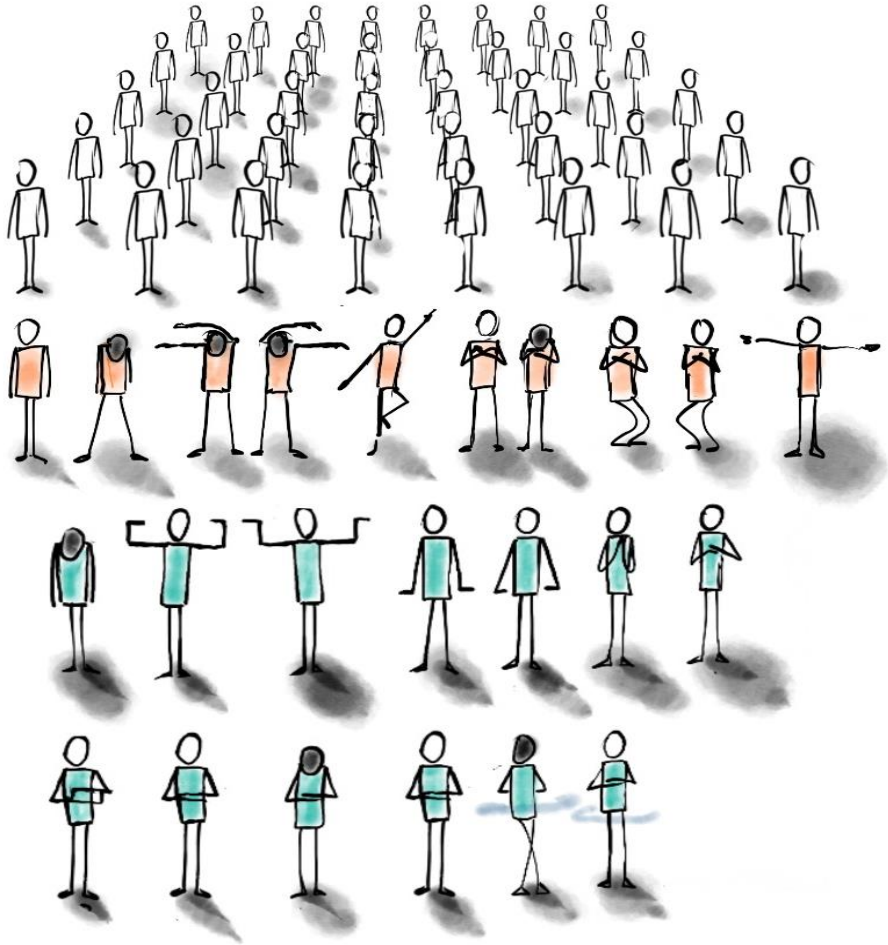
how to set up:

- pupils need to be inside a large area sat down, in a safe space.

skill development // the canon

how to play:

- this is the first section of the 'rather be' dance
- children should form 4 lines (see diagram) number the 1, 2, 3 and 4
- each line (group) should create 4 poses that they are all going to perform
- the lines then perform their poses in canon as follows: 16 counts (0:00 – 0:16)
  - line 1, pose 1
  - line 2, pose 1
  - line 3, pose 1
  - line 4, pose 1
- the four lines then perform poses 2, 3 and 4 in the same order – in canon
- staying in their lines the children then perform the next phrase in unison: 4 counts (0:17 – 0:20)
  - step to the left and tap right foot – 1 count
  - step to the right and tap left foot – 1 count
  - step to the left and tap right foot – 1 count
  - step to the right and tap left foot – 1 count
- practice these actions without the music first until the children remember the routine, then introduce the music



how to set up:

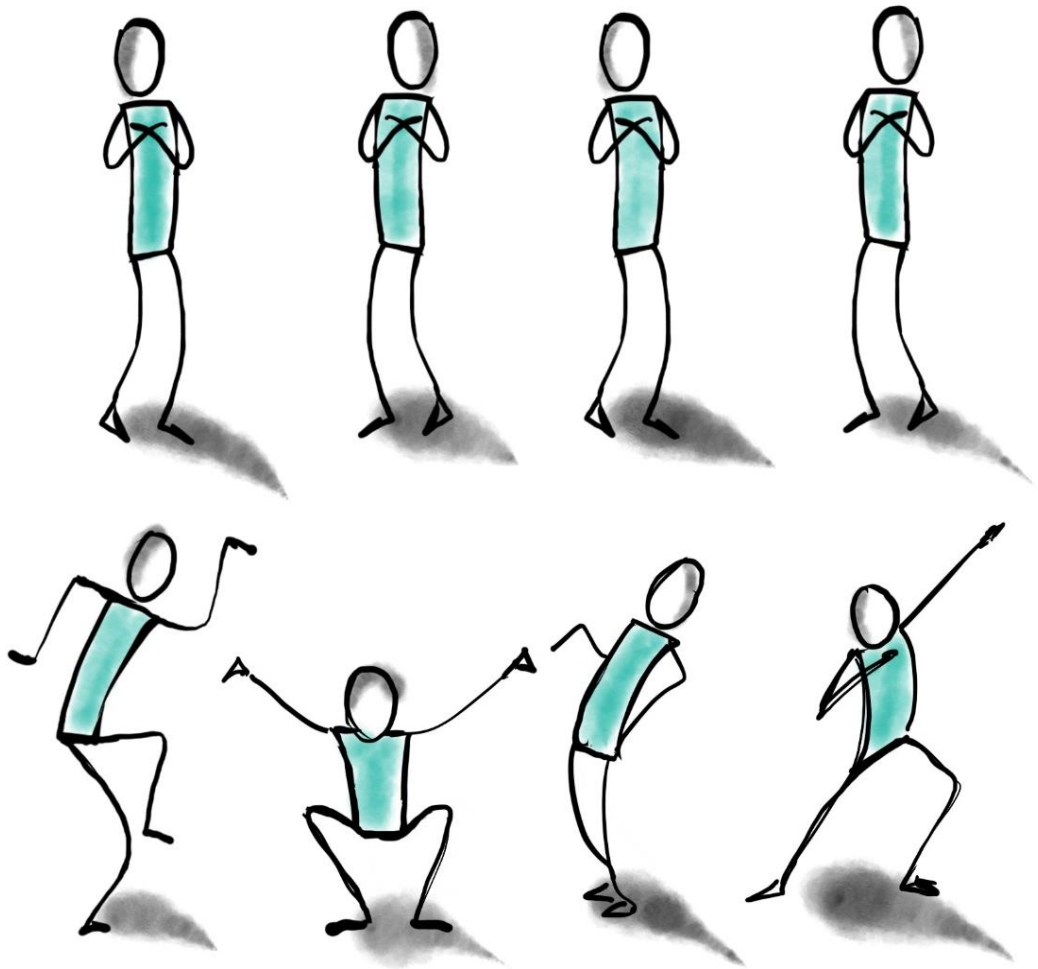
- pupils need to be inside a large area, in a safe space

This is a summary of a full plan available at www.PEplanning.org.uk.
Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.

skill development // strike a pose

how to play:

- from their positions in their lines the children have 4 beats to find a space (0:21 – 0:24)
- once in a space randomly number the children 1 to 4 across the area – create four equal groups
- children should each create 2 poses they can perform on their feet- 1 high pose/ 1 low pose
- children perform their first poses in canon: 8 beats (0:25 – 0:32)
- group 1 – strike pose/ group 2 - strike pose/ group 3 – strike pose/ group 4 – strike pose
- children then perform their second pose in the same order – in canon
- children then have the count of 8 to move into a new space – walking (0:33 – 0:40)
- repeat the strike a pose phrase as described above but with the children performing their 2 pose's in a low position – 8 counts (0:41 – 0:48)
- practice without the music first until the children remember the routine, then introduce the music

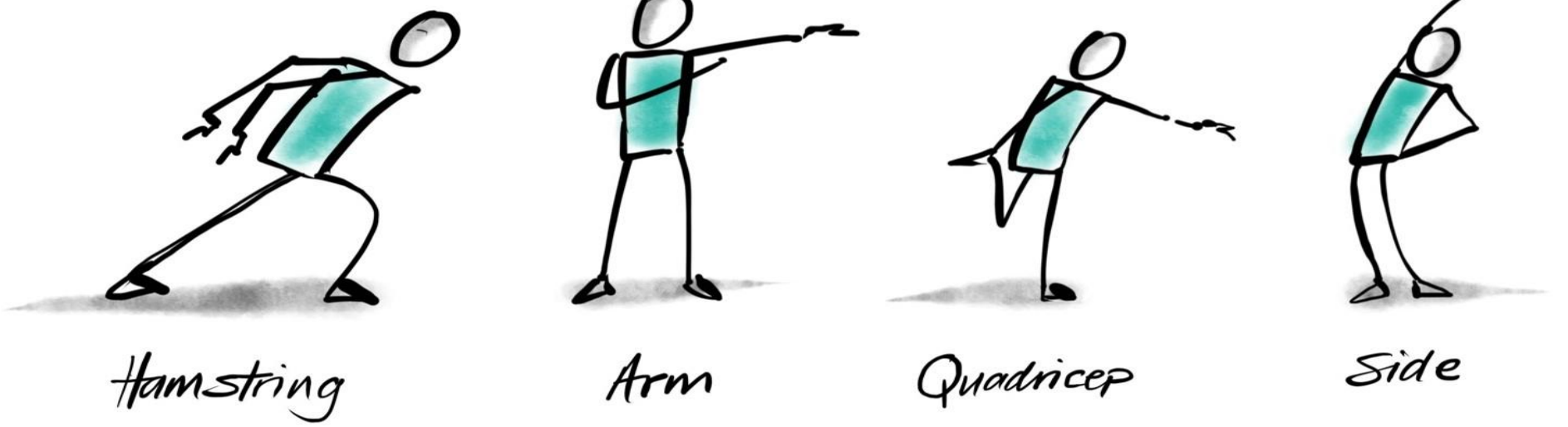


how to set up:

- create a large 'stage' for pupils to work in space

This is a summary of a full plan available at www.PEplanning.org.uk.
Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.

cool down // static stretches – teacher led



how to play:

- children need to stand in a semi-circle around the teacher
- show the children a stretch they have to copy
- start at the top of the body and work all the way down the body stretching the major body parts - arms and legs

This is a summary of a full plan available at www.PEplanning.org.uk.
Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.