

Can You Feel It?

Year 2

Subject Focus: Grouping and changing materials

★ Dance

Objectives Pupils will learn to:

- use terms e.g. *squash, bend, twist, stretch*
 - identify some materials which can be changed by squashing, bending, twisting and stretching, some that easily change back and some that cannot easily be changed e.g. *stone*
 - describe what they did using words such as *twist, squeeze, stretch, pull out* and classify actions as *pushes or pulls* e.g. *stretching is a pull, squeezing is a push*
- ★ describe a series of movements they make or make a series of movements matching a description given by another child
 - ★ respond to different stimuli with a range of actions
 - ★ copy and explore basic body actions demonstrated by the teacher
 - ★ copy simple movement patterns from each other and explore the movement
 - ★ choose movements to make into their own phrases with beginnings, middles and ends
 - ★ practise and repeat their movement phrases and perform them in a controlled way
 - ★ use simple dance vocabulary to describe movement
 - ★ talk about dance, linking movement to moods, ideas and feelings.

Activity

- Give out a number of objects that the children can cause to change shape e.g. drinks can, plasticine, sponge, pipe cleaners etc. Ask the children to explore each object and describe what they can do with it. Teacher or children to write down their descriptive words.
- Children to choose one word and explore movements that make them think of this word e.g. let their body sink to the floor for 'crumple' or 'squash'.
- Encourage the children to use different speeds, levels and directions e.g. a quick sink to the floor for 'squash' or a slow one for 'crumple'.
- Repeat with another chosen word.
- Ask the children to try to put the two/ three movements together. Can they link them together smoothly? Each child could write their words/ movements down to help them remember their movement phrase. Each word/ movement could have a different property e.g. bend forwards, backwards, sideways or stretch high, low or stamp strong/ slow, light/ fast.
- The children can then perform their movement phrase to each other.
- Ask the children to describe their own and others' movements and talk about how it made them feel.

Get moving,
Get learning

