



BELLA

Character: Balancing Bella **Adventure 5:** Fairy Tale Adventure

Keywords: Rhythm, timing, beat, music, sequence, movement

Link to ELG: Beginning to move rhythmically. (30-50 months)

Length of Session: 45 minutes

Resources Needed: Any fairy tale music (e.g. nursery rhyme/ Disney track etc) non-slip sequencing spots. Fairy tale character flash cards. Parachute.

Lesson Focus/ Learning Objective

To be able to move in time to the music.

Success Criteria

- To listen carefully to the music.
- To match their movements to the music.

In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Bella. See if the children know what Bella's super-powers are and what she will be looking for in our movements. Discuss that today Bella will be particularly looking for her super power of creativity and if we can make up movements that will fit in time to the music we are using. Describe the learning objective and the success criteria for this week and read the narrative for the fairy tale adventure. As children are getting changed see if they can name any fairy tales they enjoy and come up with movement ideas for their favourite characters.

In The Hall – Warm-Up

Activity: Bella wants to show you some of her favourite Fairy Tale characters, see if you can guess which ones they are?

Get the children to find a non-slip spot you have put out around the room. Holding up flash cards of different fairy tale characters or just calling out their names get the children to explore movements that may be associated with this character. **Red Riding Hood** – Walking through the wood picking flowers. **Big Bad Wolf** – stomping feet in a heavy movement with a scary face. **Snow White** – skipping through the forest. **Dwarfs** – mini man walk. **Aladdin and Jasmin** – riding on a magic carpet. **Cinderella** – turning in her beautiful new ball gown. **Jack** – Climbing up his beanstalk. **Elsa** – creating a frozen castle. **Focus the children on the quality of their movement - staying light on their feet and showing expression in their movements and through their faces. Give children feedback and support on how they are doing based on the success criteria. Ask the children to identify which character they like moving as the most?**



Main Adventure

Activity 1: We've had an invitation to attend a ball and all Bella's favourite characters will be at the ball. It is going to be a blast!

to play and dance with the fairy tale characters, but first they must learn the dance to do with them.

Structure a dance with the children based on the Fairy Tale characters movements explored in the warm up. Do this in unison all together. (You may want to structure this with all the children standing in a circle holding hands or holding onto a parachute. Teach the children a routine e.g. – Walking through the wood picking flowers for 8 beats to the left then 8 beats to the right like **Red Riding Hood**. Stomp their feet walking in a heavy movement with a scary face for 8 beats. Then pounce into the middle for 8 counts like the **Big Bad Wolf**. Take it in turns to twirl round as they step back 8 counts like **Cinderella**. Skip through the forest like **Snow White**. Shake hands with the **Dwarfs** then mini man walk round. Climb onto the parachute and pretend they are flying through the sky like **Aladdin and Jasmin**. **Practice this with the children until they can perform it through in time with the music and can remember the sequence of movements. Focus them on the quality of their movement.**

Activity 2: Bella would like to see the dance that you've been learning and especially how well you can dance to the music.

If the children perform the dance again in smaller groups and ask the other children to observe what the other children are doing well. To finish off if you play some music and allow the children time to explore other movements to other music tracks and they are free to dance however they wish. **Praise children that are showing good rhythm and are dancing to the beat of the music.**

Making The Tasks Easier

- Include less movements within the dance routine.
- Use a TA to support less able pupils.
- Choose a track of music with a slower beat

Making The Tasks Harder

- Challenge children to think of variations of movement ideas that you have come up with.
- Encourage them to also use facial expressions and exaggerated movements to communicate their ideas within dance.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan