



**BELLA**

**Character:** Balancing Bella      **Adventure 6:** Seaside Adventure

**Keywords:** Movement, dance, music  
**Link to ELG:** Imitates movement in response to music. (30-50 months)  
**Length of Session:** 45 minutes  
**Resources Needed:** Music associated with the seaside – e.g. ‘oh I do like to be beside the seaside’, ‘under the sea’.

**Lesson Focus/ Learning Objective**  
 To be able to make up own movement ideas and imitate those of others.

- Success Criteria**
- To copy other people’s movements correctly and accurately.
  - To make own movement ideas up in response to music.

### In The Classroom

Explain today’s adventure and tell the children that this week we are going to be using our knowledge from the last 2 dance adventures with Bella to create some of our own movements and dances. Describe the learning objective and the success criteria for this week and read the narrative for the Seaside adventure. As children are getting changed ask them to think of some movement ideas that might be associated with the beach and the seaside. Explore with them – sideways walking like a crab, moving their bodies up and down like the sea, digging movements in the sand and turning movements like flying a kite.

### In The Hall – Warm-Up

**Activity:** Bella loves playing at the Seaside and she loves to play musical statues too – so let’s have a quick game now.  
 Play a game of musical statues with the children. If you use the music you will be using for the children to move around to. When the music stops get the children to freeze frame in their shape. Point out certain children to look at and the others have to guess what ‘seaside object’ they are pretending to be. Use this opportunity to highlight lots of ideas the children can start to use within their own dances. Get children to copy each other’s ideas so they build up a bank of lovely seaside dance ideas.



## Main Adventure

**Activity 1:** Bella thinks we had some lovely Seaside dance ideas and has now bought us to a special beach where there's lots to do and we can practise our dances.

Divide the children into different areas; the sea, the rockpools, the sand, the sun loungers and the sand dunes. Allow children to come up with their own ideas for little dances at each of these stations using their own ideas. Allow them to either do this individually or interact – whatever they naturally choose to do. **Observe all the children from the side of the room and intervene with individuals or groups that look like they need more guidance, support or challenging. Give the children feedback specific to the criteria...you are copying movements really well or you have come up with a lovely way to show the movements of the sea etc.**

**Activity 2:** Rotate the children around to different areas so they explore movement ideas at each point. At appropriate times when there have been good ideas, perhaps look at and observe different children or groups and point out why those ideas or performances looked good.

**Activity 3:** We have had such a fun day at our Seaside location! Bella would like to take some pictures/film what you have done.

Can you choose one place you really like dancing in and perform this for Bella? Bella will also want to know if you can tell us why you chose to dance in that place and why you think your movements are good. **Question certain children after the performance and see what they say and if they can re-call the pointers from the success criteria.**

### Making The Tasks Easier

- Give the children less 'places' to think of and perform movements to.
- Use a TA to support less able pupils with the pointers.
- Give children set ideas to copy.

### Making The Tasks Harder

- Challenge children to think of variations of their ideas at different levels, speeds.
- Make sure children perform their movements with quality and control.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan