



**BELLA**

**Character:** Balancing Bella      **Adventure 7:** Off to the Racetrack

**Keywords:** Movement, dance, copy, observe

**Link to ELG:** Imitates movement in response to music (30-50months).

**Length of Session:** 45 minutes

**Resources Needed:** Music, sequencing spots, parachute.

**Lesson Focus/ Learning Objective**

To copy and explore different movements.

**Success Criteria**

- To be able to carefully watch the movements of others.
- To copy these as accurately as possible.

### In The Classroom

Talk to children about the lesson as they are getting changed. Bella is taking us to the Race Track today! And we are going to be looking at the movements of cars, copying these and putting our ideas into a dance. Describe the learning objective and the success criteria for this week and read the narrative for the Race Track Adventure the children will be going on. **Children who are changed first explore car themed movements and ideas with the teacher in preparation for today's dance (travelling, turning, stopping, showing different speeds and levels). Tell the children that they're going to need all of these skills and knowledge for the lesson today as things at the race track are really fast, so they have to be able to re-act quickly and sensibly.**

### In The Hall – Warm-Up

**Activity:** On the way to the Race Track we need to keep an eye out for the traffic lights, as there is a lot of lights as we get closer to the Race Track.

Play a game of traffic lights to get warmed up and also explore 'car' themed movements. Traffic Lights; hold up a red cone - stop, green cone – travelling (jogging), yellow cone – jog on the spot. As children become familiar with these movements add in some new ones; speed bump – jump, roundabout – hold hands in pairs or a small group and move round in a circle, passenger – pair up and one child holds onto the other child's hips facing forwards and travelling round the room.



## Main Adventure

**Activity 1:** We've been invited to perform a dance at the open ceremony of the biggest race car event of the year.

The children will put the different movement ideas they learned in the warm-up into a race car dance. To start with the children will learn the dance by following you (in the style of follow my leader) around the racetrack for 32 counts. Children then get to a sequencing spot (spread randomly around the hall). Here they jump over it forwards, backwards then side to side. Children then get with a partner, with one person behind holding onto the person in front by their hips and then move around together like a car – watching the teachers signals of red cone, yellow cone and green cone. Finally, children come into the centre and all hold hands or a handle on a parachute and move around together in a circle like a roundabout. **Whilst teaching the children this dance and set routine, look for opportunities to give them feedback based on the learning objective and success criteria. Are the children carefully trying to copy the movements you have shown them carefully and accurately? Are they able to perform movements with control and co-ordination? Give them feedback to improve the quality of movement (e.g. to extend their arms and legs, to use facial expressions, to try and keep in time with their partner). Point out children who are doing well meeting the criteria and ask them to demonstrate whilst you explain what it is that they are doing well.**

**Activity 2:** Perform the dance the full way through with the children. If possible, get another adult to take a video of this so that the children can watch it back and visually see what their dance looked like. Well done children we have come up with a fantastic dance to show at the racetrack today. Now we will leave the cars to get on with their races.

### Making The Tasks Easier

- Children to all work in a large group with the teacher
- Use a TA to support less able pupils with the success criteria and demonstrating certain movements.

### Making The Tasks Harder

- Challenge children to think of varying movements that can be included in the dance.
- Ask children to put together 2/3 movements related to the theme whilst working with a partner and incorporate these into the dance.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan