



**BELLA**

**Character:** Balancing Bella

**Adventure 2:** In the Army

**Lesson Focus/ Learning Objective**

To be able to change direction successfully and recognise when they are doing so.

**Keywords:** forwards, backwards, left, right, zigzag.

**Link to ELG:** Experiments with different ways of moving (40-60+ months)

**Length of Session:** 45 minutes

**Resources Needed:** non slip spots as floor markers, army music; such as Jungle Book; 'Colonel Hathi's March' or Status Quo; 'In the Army now'.

**Success Criteria**

- To safely change direction during movement.
- To choose to change direction at certain times within their dance.

### In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Bella. We are going to be doing some more dancing with Bella today but this time we are going to a very different place than we did last time. Can you remember where we went on the adventure last time? And what did we learn? See if the children can remember working on being able to work in space safely and the pointers they had to remember.

Describe today's learning objective and success criteria and read the narrative for the adventure setting.

### In The Hall – Warm-Up

**Activity:** Put on the army song you are using and get the children to follow you in time to the music. Change your actions and see if the children are able to copy you e.g. marching, skipping, and swinging your arms, jumping, hopping, lifting arms up and down, punching fists out in front, walking backwards, changing height and level of movements. **Make sure children have a gap in between each other when doing this and are capable of showing the spatial awareness developed in other lessons.**

**Comment on children who are particularly following movements well and tell them why you are pleased, e.g. *you're swinging your arms beautifully in time with the music, you are a sensible distance away from \_\_\_\_ so you don't bang into them, you're really carefully watching my movements and when I change.*** Continue this game but now adding in telling the children when you are changing direction. We are going forwards, we are turning left, we are trying backwards... now we're going to march in zig-zag lines.



## Main Adventure

**Activity 1:** Put out enough non slip spots so that the children have one each to stand on. Make sure there is a good space between each spot (while you are doing this allow the children to stay active by challenging them to try out the movement you have just done in the warm up on their own and to practice changing direction. Once these are out get the children to find a spot and stand facing forwards towards you.

Teach them a simple teacher directed dance of; marching **forwards** for 8 counts, marching **backwards** for 8 counts, jumping on the spot for 4 counts, then stepping to the **left** for 4 counts and then punching on the spot for 4 counts and stepping to the **right** for 4 counts. Practice this with the children and get them to think about when they're changing direction.

**Activity 2** Allow the children to work with a partner and experiment with moving in different directions. They could do this standing side by side or by following each other like in the warm up. Tell them that they must take it in turns to be the leader. Ask them to really think about changing direction when they are doing their movements. (You might want to specify they use a specific type of movement like marching, so they focus on the changing direction rather than different ways of moving). **Work with the pairs and give them specific feedback based on the success criteria of being able to change direction and doing so safely. Question the children and see if they can correctly tell you what direction they are moving in.**

**Activity 3** Put together all the activities you have done into a short end performance of your dance. Start with the teacher directed section on the spots, move into them moving together as pairs and finish with them following you doing different ways of moving and shouting out which direction you are travelling in.

### Making The Tasks Easier

- Do actions for a longer number of beats before changing and give children more specific pointers for how to do the action successfully.
- Choose music and action ideas that are slower and less complex.
- Keep children who are struggling with you and direct their changes more.
- Use props such as non-slip arrows to direct children to change direction.

### Making The Tasks Harder

- Be more fast paced in when you change your movements and directions.
- Challenge the pupils in their task to add in a greater number of changes in direction e.g. 4 different ways.
- Get them to change their movements as well as the direction.
- Ask them to explain when they changed direction and why.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan