



BELLA

Character: Balancing Bella **Adventure 9:** Sailing with the Pirates

Keywords: shapes, actions, freeze, gestures

Link to ELG: Experiments with different ways of moving.

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60+ months)

Length of Session: 45 minutes

Resources Needed: Song; ‘Yo Ho – (A Pirates life for me)’

Lesson Focus/ Learning Objective

To be able investigate changes in shape within their dance.

Success Criteria

- To be able to show clear shapes within our dance and movements.
- To use these shapes to represent our dance idea of pirates and how they are feeling.

In The Classroom

We are continuing on our pirate adventure with Bella this week. **Can anyone remember what we were doing in the last lesson? What did we learn about from our pirate adventure and dancing (A: performing at different levels).** Describe the learning objective and the success criteria for this week and read the narrative for the second part of the pirate adventure? If possible, play the video of the sequence the children learnt last week to remind them what it was.

In The Hall – Warm-Up

Right we’re on board the pirate ship again with Bella we’re going to play the game where she gives us different commands. **We can remember what levels we are at when we do the movements because we learnt them last week, but this week we are trying to think about the different shapes we are in and making them as clear as possible.** Get the children to travel around the room, looking for their own space and being aware of others. Start with slower ways of travelling (walking) and then progress onto faster ways (skipping, side- stepping, jogging). On signal from the teacher (e.g. clap or shake of tambourine) children learn the following commands and respond to them performing different shapes related to their previous learning and now pirate theme: “X marks the spot”- star on back “Climb the riggings”- marching on tip toes stretching into a straight shape, “telescope look out”- pike on feet, “cannon ball”- tuck shape, “hit the deck”- stretch on floor in long straight shape, “lower the anchor”- straddle. “scrub the decks” – Galloping from side to side pretending to brush the floor. “Crow’s nest” – leaning out with their hand over the eye in a salute. **Question the children about the different shapes they are performing in the movements. Can they accurately tell you which shapes are being used and can they remember at what level? Using knowledge learnt from last week? Can they think of alternative ways to perform the shapes?**



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Main Adventure

Activity 1 – We have been travelling on board the big pirate ship for a while now and Bella has spotted an island up ahead. It might be where the buried treasure is! Tell them we are going to have to row to shore in the little rowing boats, as the sea isn't deep enough for the big ship to get in close. **What actions will we have to use when we are in our rowing boat? How will we sit? (could be facing each other, side to side or back to back) Are there any gestures we might use (e.g. wiping our brows as we are getting hot rowing.... showing in our face that its hard work, having a quick look out to see if we are getting closer etc.).**

Get the children into pairs and ask them to come up with 2-3 movements they are going to choose to perform as part of their rowing sequence to get them to shore. Give them time to explore their actions and make a decision which actions to use for their sequence. Spend time working with pairs that need support and ideas. Perhaps stop at certain points and get children who are doing well to showcase their ideas and sequence and comment on it based on the success criteria. **Look at the clear shapes ____ and ____ are using in their rowing sequence...who thinks their shapes are as clear as that? Look at ____ and ____'s faces they look like it's really hard work rowing this boat to shore. ____ is looking really excited they must be thinking of the treasure.**

Activity 2 – Talk to children about how we are going to use all our dance actions and the sequences we have learnt to put them together to make a longer pirate dance. Practice the sequence from last week.... Then followed by the children performing their rowing sequence in pairs.

Making The Tasks Easier

- Use a TA to support less able pupils with the success criteria.
- Work with the children who are struggling on their rowing sequence and come up with what the sequence will look like together.
- Draw or take pictures to remind them of the actions and shapes
- Give them more time to work on the actions and sequence.
- Allow them to perform just 1 action.

Making The Tasks Harder

- Stretch abler pairs by asking them to work on their timing so it fits to the music and they are working together in unison.
- Challenge them to add in faster changes and/or more movements to make the sequence more complex
- Use abler pupils as leaders and get them to work with someone who needs support.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan

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