



BELLA

<p>Character: Balancing Bella Adventure 10: Sailing with the Pirates</p> <p>Keywords: fast, slow, meaning, expression</p> <p>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)</p> <p>Length of Session: 45 minutes</p> <p>Resources Needed: Song; 'Yo Ho – (A Pirates life for me)'</p>	<p>Lesson Focus/ Learning Objective</p> <p>To be able investigate changes in speed within their dance</p> <p>Success Criteria</p> <ul style="list-style-type: none"> To be able to show clear changes of speed within our dance and movements.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In The Classroom

We are on our final part of our pirate adventure now with Bella so we're going to have to link all of our learning together to perform our pirate dance and solve the mystery of the buried treasure. Describe the learning objective and the success criteria for this week and read the narrative for the third and final part of the pirate adventure. If possible play video clips of the sequences the children learnt in previous weeks.

In The Hall – Warm-Up

Run through the sequences from the 2 sections the children have already learnt.

Skipping on the spot for 4 counts, Freeze in a 'crow's nest' position for 4 counts.

Gallop to the left scrubbing the deck for 4 counts, Freeze in canon ball shape for 4 counts

Gallop to the right scrubbing the deck for 4 counts, Freeze in telescope look out for 4 counts

Climb the riggings turning round in a circle for 4 counts then lie in x marks the spot for 4 counts.

Plus, the sequence of rowing actions – perform this for another 32 counts.



Main Adventure

Activity 1 – Now we have managed to row to the island, Bella says we're going to have to use all our speed and skill to find this buried treasure! The treasure map is going to take us through 4 stages.

First we have to find our way carefully through the cave on the island. Encourage the children to tip-toe using small slow steps following their own pathways through the cave. Next describe to children the mountain they are going to have to climb over. Let's run up and over the mountain at a faster pace. Then get the children to crawl through the bushes at a slow speed. Pushing branches out of their face and sucking their heads up and down. Finally, get the children to log roll in straight shape down the sandy hill at a medium speed. **See if the children can identify the different speeds they have used during the movements and if needs be practice these again exaggerating the different moves. Make sure you pick children up on the quality of their movements and always improving these to the best they can. Can the children control their bodies when walking so slowly? Or running fast? What facial expressions can they also use to express their dance?**

Now we have to find where the treasure is (children to go to a non-slip spot in 2's or 3's and pretend to find the treasure and digging it up).

Activity 2 – Celebration dance sequence now they have found the treasure round the camp fire. Get the children to hold hands and move in a circle using movements and ideas combined together from previous teaching (e.g. skipping to the left for 8 counts, galloping to the right for 8 counts, skipping in for 4 counts and holding a crow's nest position. Jumping back for 4 counts and then a large jump for joy landing in an X position. (repeat)

Activity 3 – Performance of the whole dance all the way through with the children. **Remind the children to use their facial expressions during the performance and focus on the quality of their movements. Can they think about and describe the different speeds they have used throughout the dance?**

Making The Tasks Easier

- Use a TA to support less able pupils with the success criteria.
- Draw or take pictures to remind them of what the actions and sequences in the dance are.
- Give them more time to work on the actions and sequence.

Making The Tasks Harder

- Stretch abler pairs by asking them to work on their timing so it fits to the music
- Ask them more challenging questions and/ or see if they can make adaptations to the dance to make it even better.
- Use abler pupils as leaders to 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