TOP Dance: Dancemathics...
Time

Stimuli

Clocks and sounds

Times of the day/year

Events of different times of the day

Age, time, activities

Word bank

hour
young seasons **digital**
second play old
actions **clock** **busy**
summer **curl** contrast
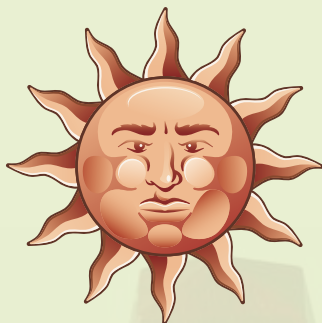**compare** work
rest stretch **autumn**

Select a focus

A day in the lives of four generations

Choose movement words

Stretch, roll, curl, busy, rest, pause.

Play and work actions – contrast and compare.

Develop movement vocabulary and motifs

▶ Explore movements that portray **sleep**: stillness, curl, roll, stretch, twitch, peaceful sleep/disturbed sleep.

▶ Experiment with travelling actions that depict **going to school**: place of work, shopping, meeting a friend – including changes of speed, stop and start, conscious of time, e.g. looking at watch and reacting.

▶ Combine a series of actions that show **activities from the main part of the day**: for example either young children playing games at the park, teenagers in school, people at work, elderly person socialising with friends.

▶ Individually link a series of movement ideas together to show **activities related to times of the day**: in groups perform individually and discuss how similar/different would these actions be depending on the age of the person and circumstances.

Create a movement phrase

▶ To show activities for the day in the life of a young child, teenager, middle aged person, or elderly person; focus on speed and control of movements and characteristic gestures of that aged person.

Developing the movement phase into a **Lottery** dance using STEP

S In small groups create a different group shape for the start of each stage/time of the day.

T Compare and contrast the speed and types of gestures for the different age generations.

E Use 'dance by chance'. On a large dice write one action on each face. Roll dice several times, create a new dance phrase from the order the actions appear.

P Work in groups of three or four: use ideas of performing movement phrases in turn, unison and canon.

Skills		Example
Thinking Me		
Explore	Modify	Why would you vary the speed of actions and types of gestures? Describe the differences for each age generation.
Compose	Plan	How did you create your group shapes?
Perform	Peer evaluate	What suggestions have you made to improve another group's use of speed changes?
Social Me		
Explore	Respond appropriately	If you disagree with suggestions, how will you respond and why?
Compose	Take turns	How can you ensure that everyone has had an opportunity to show and share ideas?
Perform	Praise	How did you praise each other if you performed well? Why is it important to do this?
Healthy Me		
Explore	Recognise the effects of exercise	What happens to your body's temperature and appearance when you dance?
Compose	Understand how to warm-up	How can you prepare your muscles to perform the specific movements of this dance?
Perform	Understand the health benefits of dance	Why do people dance?
Physical Me		
Explore	Move with agility	Describe and show the different travelling variations have you tried to translate action words into movements?
Compose	Performing in groups	Explain how you have used the compositional formations of unison and canon.
Perform	Accuracy	Describe the dance qualities you have used to perform gestures that can be clearly understood.

Resources

Chillout albums to depict lots of time
"Hey Boy, Hey Girl" from Surrender – Chemical Brothers
"The Time Traveller's Wife theme tune" – Mychael Danna
Sports theme music from events/programmes such as Wimbledon,
A Question of Sport, Match of the Day

William Shakespeare – Seven stage of man

Dice – so you can dance by chance
Word bank
Metronome or ticking clocks

Learning connections

History
Events.
Periods in time.
Timelines.

Science
Seasons.
Bodyclock.

RE
Festival dates.

Literacy
Time rhymes.

MATALAN
Sporting
Promise

working in partnership with
Youth Sport Trust