



Stimuli

Still images of different types of forests, trees foliage and forest wildlife

Lonely Planet video clip – 'Singapore's wild side'

Word bank

dustytropical
dark spooky
leaves trees
bushes snakes
hot muddysnakes
thick twisted
lizards entwined
still lions

Select a focus

Tropical forest

Choose movement words

Swaying, under and over, wrapped around, through, tangled, entwining, hanging, creepers, still, supporting.

Develop movement vocabulary and motifs

- ▶ Explore different ways of travelling through the forest, crawling under, over and through undergrowth, moving cautiously, encouraging observing and listening to the sights and sounds of the forest changing levels and direction.
- ▶ Link several ideas – to create a 'moving in the forest' motif.
- ▶ Work with a partner to show wrapped around or tangled partner shapes such as vines growing around trunks that complement each other.
- ▶ Experiment with body parts leading and getting into and out of the shape.
- ▶ Work with a different partner to create a contrasting shape demonstrating a tree growing through leafy foliage – explore ways of getting into and out of the shape.
- ▶ Teacher-led roleplay of encountering a dangerous creature in the forest – the class explores body shape and facial gestures to express fear and anxiety.

Create a movement phrase

- ▶ By repetitions of the travelling motif (A) to link complementing (B) and contrasting (C) shapes, e.g. ABACA. Practise transitions to ensure motifs link with fluency.

Developing the movement phase into a dance using STEP

- S** Vary pathways when performing repetitions of the travelling motif.
- T** Led by teacher, emphasise and exaggerate looking and listening with sudden turns of the head and pauses in travelling when hearing and unusual sound.
- E** Use soundbites of a tropical forest to stimulate mood of the unknown and unexpected.
- P** When performing partner work, change roles to share each other's movement ideas.



Skills

Example

Thinking Me

Explore	Self evaluate	Describe the ways in which you have improved your performance
Compose	Plan	How did you use your time effectively when exploring and practising?
Perform	Set personal goals	What aspects of your motif/movement phrase do you want to develop further and why?

Social Me

Explore	Respect others	How do you acknowledge other people's ideas?
Compose	Help others	If someone is getting frustrated with their performance how do you support them?
Perform	Praise	Why is it important to praise each other?


Healthy Me

Explore	Work safely	What aspects of safety do you consider when working with a partner or in a group?
Compose	Understand the effects of exercise on breathing	What is happening to your breathing during different parts of the dance lesson? Explain your observations.
Perform	Patience	How do you respond if someone is not able to perform your movement ideas accurately?


Physical Me


Explore	Develop stamina	What is stamina? Explain the types of activities you can practise to improve your stamina.
Compose	Repeat actions	How can you make your gestures and body shapes clear?
Perform	Improve fluency	In what way have you used dance elements to develop a movement phrase that flows?

Resources

 <http://www.findsounds.com/ISAPI/search.dll?keywords=forest> – sound effects. Soil festival—Van Gellis. Dance Texture—Terry Cottam Yanomamo—Song of the Forest from WWF

 "The Children of the New Forest" Frederick Marryat
"Shadow Forest" Matt Haig

 Images of forest - search web for paintings of forests
In the Woods, 1855, Asher B. Durand
The Bodmer Oak, Fontainebleau Forest, 1865, Claude Monet
Palm Trees at Bordighera, 1884, Claude Monet
The Three Trees, Rembrandt

 [www.forestry.gov.uk/pdf/nf-fei-teachersnotes-pdf.pdf/\\$FILE/nf-fei-teachersnotes-pdf.pdf](http://www.forestry.gov.uk/pdf/nf-fei-teachersnotes-pdf.pdf/$FILE/nf-fei-teachersnotes-pdf.pdf) - teacher notes about the forest

Learning connections

Regions of the world, climates and cultures
Issues relating to the destruction/survival of rainforests
Animal habitats

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