

Mother Nature

Subject Focus: Exploring line, shape and texture in natural forms

★ Dance

Objectives Pupils will learn to:

- identify visual and tactile qualities that appeal to them, select a viewpoint and say why they find it interesting
 - say what they think they will show in their designs
 - describe the visual qualities of their work
 - explain how they created certain effects
- ★ respond to different stimuli with a range of actions (Y1)
 - ★ copy simple movement patterns from each other and explore the movement (Y1)
 - ★ choose movements to make into their own phrases with beginnings, middles and ends (Y1)
 - ★ practise and repeat their movement phrases and perform them in a controlled way (Y1)
 - ★ use simple dance vocabulary to describe movement (Y1)
 - ★ talk about dance, linking movement to moods, ideas and feelings (Y1).

Activity

- Display a selection of natural objects e.g. *plants, seed pods, roots, leaves, flowers, fruits, vegetables*, and examples from books and posters.
- Arrange a walk around the school or a visit to a local park. Identify plants and animals in different areas. Ask the children to collect dead or dying materials e.g. *fallen leaves, bark, interesting roots*.
- In the classroom, ask the children to make small individual displays of their collected materials. Ask them to observe carefully the shapes and textures of the objects, using magnifying glasses to find interesting qualities.
- Ask the children to look at the lines, shapes and colours in the natural objects. Look at them from different positions and note the changes. Discuss why one viewpoint might be considered more interesting than another. Discuss what they will show in their dance.
- Ask the children to choose one of the objects and explore movements that express the lines, shapes and textures of that object. How do these movements make them feel?
- Repeat with another chosen object.
- Ask the children to try to put the two movements together. Can they link them together smoothly?
- Encourage the children to use different speeds, levels and directions e.g. a smooth curvy pathway sometimes low to the ground, sometimes high up in the air. Each word/ movement could have a different property e.g. slide forwards, backwards, sideways or stretch high, low or march strong/ slow, light/ fast.
- The children can then perform their movement phrase to each other.
- Ask the children to describe their own and others' movements and talk about how it made them feel.
- This activity could be extended to cover the learning objectives for Y2 by including more objects/ movements, asking for greater control/ fluency, performing with an accompaniment and by encouraging the children to vary the speed, strength, energy and tension of their movements.