

CREATIVE IDEAS FOR DEVELOPING DANCE

EYFS: LEARNING OUTSIDE THE CLASSROOM

The outdoors offers a rich and multi-sensory environment that encourages movement exploration.

Ask the children to share their outside space with you. Watch and record their responses, trying to collect both verbal and movement.



Movement material: ask the class to copy, clarify and extend the children's movement responses e.g. 'Felt the warmth of the sun on her cheek' - stroke the cheek with the back of the hand.

'Flight of a bird' - swoop, glide, fly, dive to create bird actions.

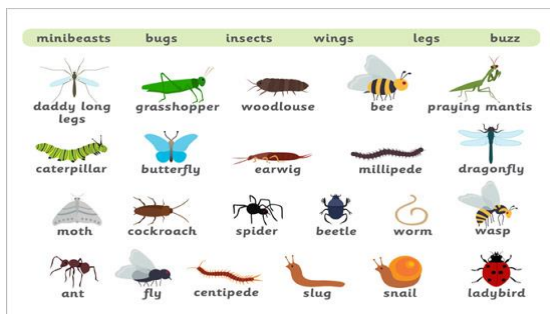
'Playing in the leaves' - roll, toss, crumple, float

'Flat field and straight telegraph poles' - lie down on floor make a flat shape, stand up make a tall thin shape. Children could also try balances.

Link several actions together to make a phrase. Ask the children how they should organise the dancers in the space to show their ideas.

Perform the dance outside in the environment that was the stimulus for the creation.

KS1: MINIBEASTS



Take the children outside and using magnifying glasses, nets and jars, identify and collect some minibeasts. Use the picture to identify what they have seen and collected. Choose two or three minibeasts to model with the children.

Daddy long legs: stretch out arms and legs as far as they will go

Grasshopper: big jumps

Butterfly: start wrapped up in the cocoon, gradually unfold wings and move around the space lightly on tip toes, land and balance on a flower.

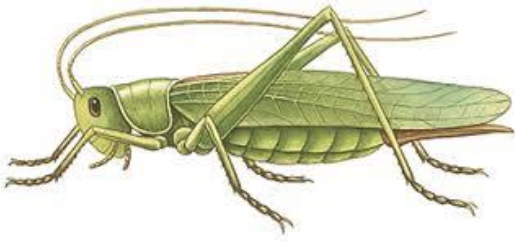
Worm: stretch out in a long shape, wiggle along the floor, curl into a spiral.

Snail: in a pair one is the body and the other is the shell over the top.

Children can then choose their own 3 minibeasts and create a short dance. Organise the space using cards to show where each child should perform each mini- beast.

CREATIVE LINKS TO THE EYFS HOLISTIC CURRICULUM

PE



Grasshoppers have fantastically strong hind legs and can achieve huge leaps, jumping 10 times their body length. Incorporate strong leaps into a PE lesson, both on to and off the apparatus

UNDERSTANDING THE WORLD

Investigate insects in the school grounds, using magnifiers. Conduct simple research using observation, books and appropriate websites.

EXPRESSIVE ARTS AND DESIGN - MUSIC

Listen to another grasshopper piece by Ernest Buccalossi with a guiro representing the grasshopper. This is featured in *'Let's go Shoolie-Shoo'* published by Collins.

CREATIVE LINKS TO THE KS1 CURRICULUM

SCIENCE

Demonstrate how to collect insects, with appropriate care, from the school grounds or local park. Keep them in a vivarium to study for a day, remembering to return them to their habitat afterwards.

ART & DESIGN



Learn how to make a simple origami grasshopper (YouTube is helpful!). Careful and accurate folding is required!

LITERACY

Share Aesop's tale of the grasshopper and the ant and its message about being prepared. Alternatively, enjoy excerpts from *'Pinocchio'* where the wise cricket advises Pinocchio to be better behaved! Crickets and grasshoppers are superficially alike, but actually have quite different characteristics...for example, crickets go out at night (they are nocturnal), whereas grasshoppers are diurnal (out in daylight)!



