

**Before teaching the Lesson you will need to know something about the story of Wild Child to the point where the STEP DANCE occurs.**

Story so far.....

The Ludus Dance Company production of Wild Child is based upon a true story of the capture and attempted civilizing of a young boy who had been abandoned in a forest for some years. The Company adapted the story as follows:

Having been taken from the forest and locked into an institution, the boy felt very fearful and found it really hard to make friends with other children but gradually he learned and played happily with them. However, when he was put into a school situation and had to learn a set sequence of moves in a PE lesson he became fearful again. Poor Wild Child had to try hard to learn these difficult steps but again he gradually got the hang of them.....

## RESOURCE - WILD CHILD – Step Dance

1 out of 3 sample 30 Minute LESSONS for 7-11 year old pupils

Learning Outcomes for the whole UNIT of 3 lessons (highlighted outcomes will be partly achieved in LESSON 1):

In Dance Composition with guidance from the teacher pupils will learn to:

- Answer dance tasks creatively by exploring choices that are suggested.
- Contribute their own ideas to answer tasks.
- Link movements together to form a phrase motif.
- Employ the range of qualities appropriate to the theme
- Consider the use of space in presenting their creative dance work.
- Create and use Transitions effectively.
- Recognise and create Contrasting Motifs.
- Combine Sections of a Dance into a whole.

In Dance Performance students will learn to:

- Practice the skills to achieve accuracy.
- Show clarity in body shape and action.
- Perform with energy and enthusiasm.
- Demonstrate understanding of the action, dynamic and spatial features of the movements performed so that they convey the theme.
- Dance with others sensitively in terms of timing, rhythm, positioning, spacing, focus and energy.

In Dance Appreciation, through response to viewing the CD ROM resource and each other in performance, students will learn to:

- identify and describe the types of actions used and name them appropriately.
- identify and name qualities in the movements.

- identify and name space and relationship aspects in the movements.
- describe what the movements mean using expressive language.
- recognise contrasting movement and its relevance in a dance.
- recognise and describe the interconnection of the parts of the dance to the whole.

Emphasis on pupils' exploration and creative dance making

### Dance Framework - 'A SPORT DANCE' - a dance for 2 performers - 1 acting as a learner.

#### Introduction

Move around the space with stretching, bending, jogging, or other warming up movements to end in place for Section A.

#### Section A

'Sport Motif' performed by dancer number 1 the second dancer acting as a learner. Perform in unison the second time through.

#### **MOTIF and REPETITION**

#### Transition

Couple perform transition to move to another part of the room.

#### **TRANSITION**

#### Section A Repeated

'Sport Motif' danced by dancer number 1 then by both dancers in unison the second time.

#### **REPETITION**

#### Section B and Conclusion

'Celebration Motif' performed by both dancers.

#### **CONTRAST**

**LESSON PLAN 1 – APPRECIATION activities through VIEWING and learning from the VIEWING**

'Setting the Scene' (1 Minute)

Explain to the children that they are going to view the first part of a dance called the 'Step Dance' and that this takes place within a story' about Wild Child.

Tell them the story as outlined on Page 1 above.

Ask the children questions about how they would feel in Wild Child's place. (This is merely to appreciate the story and feelings).



**LESSON PLAN 1 – COMPOSING and PERFORMING activities**

Warm up: (2 minutes) Find music similar to that on the video.

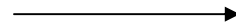
Task – 'Travel anywhere and stop when I clap'

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| Teaching Points:<br>Show me different sizes of steps – large and small<br>Show me travel in different directions – forwards, backwards, sideways<br>Perform runs with 'pumping' arms.<br>Freeze on the stops. |
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VIEWING STEP DANCE (downloaded sample) (3 Minutes)

- View the video of STEP DANCE twice through and ask the children to describe the actions they see. What are the 3 dancers doing? List their words on the board.
- Identify *ACTION WORDS* from this list. VIEW the video again and add words such as **step, jump, turn, pivot, curl, stretch, run on the spot.**
- Discuss the theme of the 'Step Dance' - encouraging children to use words such as **sporty, energetic, athletic, precise, controlled, powerful, repetitive.**



'Now we are going to make our own 'SPORTS MOTIF'

**LESSON PLAN 1 – APPRECIATION activities through VIEWING and Learning from the VIEWING**

**LESSON PLAN 1 – COMPOSING and PERFORMING activities**

Exploration for the Dance (10 minutes)

Task: Run on the spot, stop and throw – improvise to music

Teaching Points to guide exploration:  
One arm or two arm throws – under, over, shooting, rolling – different levels – involve whole body. Show strength on throw

Task: Run on the spot, stop and catch – improvise to music

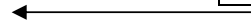
Teaching Points to guide exploration:  
One arm or two hand catches with jumps, side stretch, into crouch, catch on different levels. Catch into travel back or turn. Show where the imaginary ball is coming from by use of head and focus.

Task: Run on the spot and jump – improvise to music

Teaching Points to guide exploration:  
Try one foot to two feet – long jump. Jumps as on a trampoline or in gymnastics – tucked, stretched, with twist or turn in the air. Make body shape in the air clear.

Task: Kicks or hits– improvise to music

Teaching Points to guide exploration:  
Kicks as in football – dribble into kick – slide into squat kick etc.  
Hits – explore actions such as tennis serve-golf/cricket drive- baseball hit. Show the preparation hit and follow through.



**VIEWING STEP DANCE (1 Minute)**

- View the video again this time looking to see the linking of actions – changing from one activity to another

*Jumps into pivots –twice but in different ways. Stretch into pumping runs on the spot. Preparation for hit into strong astride stretch. Tucked jump turn and catch and pull back.*

**WE ARE GOING TO LINK SOME OF OUR MOVES TOGETHER TOO**

**LESSON PLAN 1 – APPRECIATION activities through VIEWING and Learning from the VIEWING**

**LESSON PLAN 1 – COMPOSING and PERFORMING activities**

Composing SECTION A of the Dance (5 minutes)

Task: Work in twos both doing the same side by side (with reference to a list of the explored moves on the board or on a sheet of paper – runs on the spot, throw, catch, jump, kick, hit) link together your favourite moves to make a sequence that suggests the idea of SPORT.

Teaching Points to guide composition:  
Encourage children to use runs on the spot between movements and to consider how to link the movements with simple steps, turns and perhaps still positions. Encourage a starting and ending position and continuity between. Keep the music playing to help the children structure their Sequence/Phrase Motif.

VIEWING STEP DANCE (2 Minutes)

DESCRIBE the QUALITIES in the movements.

Teaching Points: Encourage the children use appropriate words such as **strong** and **bouncy** at the start of the sequence then **abrupt** on the open astride movement. Make a list of quality words on the board.

Performing SECTION A of the Dance (2 minutes)

Task: Practice your Motif in unison with your partner until you can perform it twice through without stopping.

Teaching Points to guide improvement of performance:  
Encourage children to keep body tension and energy in their movements and to use feet and knees appropriately. If necessary interrupt the class and work on a technical point such as bending knees after a jump. Work on focus and the quality of strength.

In 4s VIEW EACH OTHERS' MOTIFS (3 minutes)

- Set the viewing couple the task of identifying actions and commenting on the way that the moves have been linked together.

CONCLUSION to LESSON 1 – All perform SECTION A of the Dance (1 minute)