

As they progress

Dragon Dance

Let's 'Play to Learn'

- Read parts of the story/play parts of the narrated story
- Encourage the children to explore moods and feelings using simple movements. For example Megan walking back to house after the dragon has flown away or Megan walking around with the dragon wriggling and wiggling in her pocket
- Create a short movement phrase using the basic dance actions of travel, turn, jump, gesture and stillness



Resources

- Ribbons/scarves
- Percussion instruments and/or music/narration from the CD-Rom
- CD player
- 'Megan and The Baby Dragon' story book
- Skipping ropes

Questions

- How do you think the dragon felt when it landed on the wet grass?
- How can you show this in your dance actions?
- How can you show the difference between the dragon punching out of its shell and stretching?
- How can you change the direction and level to make your dance more interesting?

Key words

- control, coordination, linking
- imagine, explore, express
- wobble, roll, punch, shake, stretch, curl, wiggle, wriggle, swish, swoosh, leap, circle, swoop, walking, running, leaping, crawling, flying, dancing
- happy, sad

Opportunities to

- develop movement responses to different stimuli
- begin to explore and express moods and feelings through movement
- move in different ways, create varied body shapes and change direction

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children work in 'gardens'

Can you see the child?

- Developing movement responses to different stimuli
- Beginning to explore and express a range of moods and feelings through movement
- Moving in different ways, creating varied body shapes and changing direction

sometimes

most of the time

Encourage the child to:

- focus on their favourite word
- practise as they develop Locomotor skills using the Technical Skills Cards. How could you adapt these actions so they link to the story?
- watch other children to gain ideas. Ask them what do they like? How could they do this differently?
- discuss some of the moods and feelings in the book. How do they feel when they are sad? How did they know Megan was sad from looking at the picture?

Encourage the child to:

- use more than one direction
- discuss body shapes and when and how they might be used
- perform their actions for longer
- imagine what happens in between some of the events in the story. Create actions to express these
- discuss the quality of their movements, e.g. how would Megan walk back to the house: quickly, slowly, lightly, heavily, etc?

Rich opportunities

- LLC Oracy – express thoughts, ideas and feelings
- CD Creative Movement – develop their responses to different stimuli such as music, pictures, words and ideas