

As they become more skilful

# Dragon Dance

Beginning



Middle



End



## Let's 'Play to Learn'

- Create, practise and perform short phrases that communicate/express specific aspects of the story

Encourage children to:

- use the Story Board Approach to join short movement phrases together to create a dance with a beginning, middle and an end
- make their movements as exaggerated as possible, using gesture and moments of stillness

## Key words

- control, coordination, linking
- imagine, explore, express
- link, smoothly, fluently, expression, gesture, stillness
- moving in the egg or Megan's pocket, breaking out of the egg, moving outside the egg, discovering you can fly, being reunited, etc.

## Opportunities to

- express ideas through a range of movements
- link a series of actions together with some fluency to create a dance phrase
- repeat phrases
- include moments of stillness and gesture to enhance expression

## Resources

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

## Questions

- What did you like and why?
- How and when have you used gesture and stillness?
- How else could you use these?
- How do these help you tell your story?
- How can you link your 'beginning' to your 'middle' smoothly?
- How can you help yourself repeat your phrase?
- How can you improve the fluency of your phrases?

## Safety & organisation

Ensure:

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

## Can you see the child?

- Expressing ideas through a range of movements
- Linking a series of actions together with some fluency to create a dance phrase
  - Repeating phrases
- Including moments of stillness and gesture to enhance expression

sometimes

most of the time

### Encourage the child to:

- use pictures from the story to sequence/ storyboard to help create a phrase/motif/ sequence
- discuss which ideas/words/pictures from the story they would like to include as either moments of stillness or gesture. Work on these and develop travelling actions to link them together
- develop a 'move cube' so they select a variety of different words they like. The child then uses the cube to help sequence their actions
- watch other children's dances. Ask them to choose movements they like which they can include in their phrase
- discuss which words they would like to express/communicate and what actions they could use to show these
- say the word to themselves as they move

### Encourage the child to:

- make each section longer or more interesting by adding more actions or including changes in direction, level, speed, pathway, etc.
- repeat each section with clear start and finishing positions
- listen and respond appropriately to the accompaniment
- dance with a partner in unison (both as the dragon, or both as Megan, or one child as dragon and the other as Megan) performing a 'Copying' phrase, etc.
- discuss the quality of their movements, e.g how can they show the difference between flying and leaping?

### Rich opportunities

- LLC Oracy – express thoughts, ideas and feelings, communicating with others