

CREATIVE DANCE TALES

LESSON PLAN 1 | THE WOLF AND PETER: creating the character of PETER

MOVEMENT FOCUS | FREEZE SHAPE and TRAVEL ACTIONS THROUGH SPACE

LEARNING OUTCOMES

- Create FREEZE shapes at varied levels representing **PETER** looking into the meadow and opening the gate
- Respond to the music and use varied TRAVEL ACTIONS to represent **PETER** playing freely in the meadow
- Travel in different directions e.g. clockwise, anti-clockwise

RESOURCE MATERIALS

- VISUAL MATERIAL | CoisCéim Dance Theatre THE WOLF AND PETER: PETER images. Note: All visual material is required for the 'in the classroom' section below
- MUSICAL INSTRUMENT | Drum or percussion instrument
- MUSIC | Clyde Valley Stompers "PETER AND THE WOLF" REMEMBERING 1962 | Leopold Stokowski & Captain Kangaroo "PETER AND THE WOLF" | Emilie Sandé - "CLOWN" NOW THAT'S WHAT I CALL MUSIC! 81

IN THE CLASSROOM

- Introduce the story of THE WOLF AND PETER and associated visual materials
- Invite responses from the children:
Can you describe PETER? What do WOLVES look like? What do the HUNTERS carry? Together we are going to create our own story through movement – and dancing to music. We will explore 3 of the characters PETER, THE WOLF, and THE HUNTERS.

1. INTRODUCTION

In this lesson we are going to create the character of **PETER**. **PETER** is playing in a **BIG** field near to his home where he lives with his grandfather. The day is very hot and sunny... **PETER** is happy as he loves to be outdoors in the wide open space.

But first – we are going to warm-up our bodies so we are ready to dance!

2. WARM-UP

MUSIC | Clyde Valley Stompers “PETER AND THE WOLF” REMEMBERING 1962

Stand in a circle, stretch arms wide - ensure everyone has space and can see you.

Children copy exactly what you do. As you demonstrate an action vary speed and quality – keep surprising the children!

Hands on hips, lift one arm, shake a leg, bend and touch floor, wriggle shoulders etc. This helps establish basic teacher-pupil instruction, ensures everyone is attentive and feels included – and that dancing is fun!

To music:

- Clap to the beat: 4 beats high – 4 beats low, 4 right, 4 left, 4 behind, 4 in front
- Tap beat on parts of body from head to toe: 8 head, 8 shoulders, then continue on arms, stomach, back, hips, legs, knees, feet – name parts of body as you go
- Repeat with 4 taps, 2, 1
- Jog on spot, jog turning clockwise / anti-clockwise
- Repeat - jumping with 2 feet together clockwise / anti-clockwise plus side to side, and forward and back
- Repeat marching and hopping until everyone is warm

FREEZE SHAPES

In silence:

Stretch into a **FREEZE SHAPE** - tall, small, wide, narrow, twisted. Refer to **PETER** – *how would PETER stretch if he was pushing open a big gate or looking excitedly into the meadow?*

- Stretch on different levels – low, medium, high
- Use different parts of body to support weight e.g. with 1 hand and 2 feet touching the floor
- Encourage holding **FREEZE SHAPES** and hold for 3-5 seconds

For safety reasons do not allow children to create shapes by balancing on head or shoulders.

3. CREATIVE ACTIVITIES

MUSIC | Leopold Stokowski & Captain Kangaroo “PETER AND THE WOLF”

PETER’S DANCE

We are going to start at the beginning of our story... *Do you remember listening to the story and music, and how ‘PETER opened the gate and went out into the big green meadow?’*

Children spread out and find their own space in the room. Ensure that everyone can stretch their arms fully without touching anyone else. Teacher and children face each other; stand with feet apart. Focus on moving with ease; smoothly and fluidly.

To begin, invite each child to select two FREEZE SHAPES as if they are **PETER** pushing the gate open and looking into the meadow. The FREEZE SHAPES are executed to the vocal introduction of the music before PETER’S DANCE.

Now let’s create PETER’S DANCE.

To main melody:

- Swing both arms right, left, right (8 beats)
- Circle both arms clockwise (8 beats)
- Full turn clockwise - stepping on both feet, with arms outstretched (8 beats)
- Invite each child to create fluid, circular movements using their arms for 8 beats - add to end of dance

Repeat and practise the two FREEZE SHAPES and PETER’S DANCE (4 x 8 beats) to the music.

TRAVEL ACTIONS

Now let’s explore how PETER travels through the big meadow.

Invite 2 - 3 children to demonstrate any of the following TRAVEL ACTIONS; these can be practised by travelling from one side of the room to the other or around the room. Teacher may have to demonstrate and ‘name’ the steps first:

- LEAP
Leap from one foot to the other to cover a distance, stretch legs and arms when in mid-air
- SKIP
Step on right foot and hop lightly, change to left foot. Repeat starting on left foot
- GALLOP
Step on right foot with leg bent, with a little spring replace with left foot – repeat with right foot leading
- POLKA STEP
Take three quick running steps – right, left, right, and hop on right foot. Repeat starting on left foot
- HOP SCOTCH
Jump from two feet and land with feet apart, jump again and land on right foot. Repeat and end landing on left foot

Repeat all. As a group, select one TRAVEL ACTION – everyone practise to the music. Stop – and repeat with a different TRAVEL ACTION.

Divide class into Group A and Group B. This next exercise will help children to learn how to travel through space in a controlled and coordinated manner. Practise to music:

- Group A spread out and hold an individual FREEZE SHAPE
- Group B travel around Group A with a selected TRAVEL ACTION. Be careful not to touch group A
- Swap over and repeat

Invite each child to choose two TRAVEL ACTIONS. Remind them that they are **PETER** dancing in a big open meadow, and to think about the space around them.

4. PRACTISE TOWARD PERFORMANCE

MUSIC | Leopold Stokowski & Captain Kangaroo “PETER AND THE WOLF”

Now we are going to link the **FREEZE SHAPES**, **PETER’S DANCE** and **TRAVEL ACTIONS** together.

1.	2 FREEZE SHAPES	(e.g. Low/high levels)	-	Vocal introduction of music
2.	PETER’S DANCE	(32 beats)	-	Main melody
3.	2 TRAVEL ACTIONS	(16 beats each travel action)	-	Main melody repeat
4.	1 FREEZE SHAPE	(e.g. medium level)	-	End music

Allow time for practice until children are able to perform all elements from 1 – 4. Teacher assists when necessary.

5. PERFORMANCE, OBSERVATION and FEEDBACK

MUSIC | LEOPOLD STOKOWSKI & CAPTAIN KANGAROO” PETER AND THE WOLF”

Consult ASSESSMENT SECTION in TEACHERS’ NOTES on organising children to perform/observe.

Encourage every child to be expressive as they perform PETER’S DANCE.

SAMPLE QUESTIONS for the observers, to encourage critical responses:

- ***Can you name and list the TRAVEL ACTIONS?***
- ***Did you see some interesting FREEZE SHAPES – at what levels?***
- ***Did you see changes of direction or different pathways?***

SAMPLE QUESTIONS for the performers to encourage them to speak about how they *felt* when dancing the part of PETER:

- ***How did you show that PETER was happy?*** (e.g. smiling, skipping)
- ***How can we make PETER’S DANCE better?*** (e.g. listening to the music and keeping in time as you dance)

6. COOL DOWN

MUSIC | Emilie Sandé “CLOWN” NOW THAT’S WHAT I CALL MUSIC 81!

Sitting in a circle with legs outstretched – slowly stretch over with head towards knees, and roll down the spine.

Lie flat and stretch arms above head.

Relax body on floor with eyes closed and listen to music for 1 -2 mins. Slowly sit up, and quietly stand up together.

CREATIVE DANCE TALES | VISUAL MATERIALS

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