

CREATIVE DANCE TALES

LESSON PLAN 3 | THE WOLF AND PETER meet

MOVEMENT FOCUS | PARTNER WORK and MIRRORING

LEARNING OUTCOMES

- Work with a partner to choreograph (create) a lively greeting dance where **THE WOLF MEETS PETER**
- Practise **MIRRORING** movement with precision to convey **THE WOLF** and **PETER** playing together
- Demonstrate accurately **THE WOLF** or **PETER's** actions

RESOURCE MATERIALS

- **VISUAL MATERIAL** | CoisCéim Dance Theatre **THE WOLF AND PETER** and the **WOLVES** images
- **MUSICAL INSTRUMENT** | Drum or percussion instrument
- **MUSIC** | DJ Slam "PETER AND THE WOLF RE-MIX" | Chris Benstead "JUMP UP" and "DA CARS IN DE GARAGE" **MUSIC FOR DANCE** | Jack Johnson "CONSTELLATIONS" **IN BETWEEN DREAMS**

IN THE CLASSROOM

- In preparation briefly recap Lesson 1. **PETER'S DANCE** and Lesson 2. **THE WOLF DANCE**

1. INTRODUCTION

In this lesson we are going to explore how **PETER** and the **WOLF** meet and dance together.

The story continues...**THE WOLVES** and **PETER** slowly approach each other... They face each other... they are both a little nervous, but they are also curious. They mirror what the other is doing... and begin to dance... But first – we are going to warm-up our bodies so we are ready to dance!

2. WARM-UP

MUSIC | Chris Benstead “JUMP UP” MUSIC FOR DANCE

Greetings – shake hands with your neighbour, touch elbows – find a different part of the body to make contact with - head to back, knees to hip, shoulder to shoulder, ankle to elbow.

MIRRORING

Can you **MIRROR** your greeting actions, such as: one person reaching forward to their partner with their right elbow, and the other person reaching forward with their left elbow?

To music or drum:

Teacher demonstrates and calls type of stretch - wide, tall, twisted, small, narrow and so on.

- Quick runs 16 beats around room and stretch 16 beats. Repeat on 8, 4 beats
- Repeat exercise - stop in front of someone and create a **MIRROR** stretch shape
- Practise several times, each time with a different person until everyone is warmed-up
- Twists – right and left
- Step and close - side to side, then forward and back. Repeat several times
- Jump with 2 feet together – right and left, then forward and back
- Practise jumps from two feet turning with a half turn to face back. Repeat with a full turn

Teacher compliment individual abilities and encourage everyone to pay attention to detail when creating a **MIRROR** stretch shape.

3. CREATIVE ACTIVITIES

MUSIC | Chris Benstead “DA CARS IN DE GARAGE” MUSIC FOR DANCE

In partners - decide who plays the character of **PETER** and the character of **THE WOLF**. Remind everyone that **PETER** and **THE WOLF** are meeting for the first time.

THE WOLF AND PETER GREET | MIRROR SHAPES

As **PETER** or **THE WOLF** create three **MIRROR SHAPES**.

Begin facing your partner as either **PETER** or **THE WOLF**. Transition from one **MIRROR SHAPE** to another slowly and smoothly, and moving in exactly the same way throughout.

These **MIRROR SHAPES** can be executed in any order for example:

- **MIRROR SHAPE 1** – low
- **MIRROR SHAPE 2** – high
- **MIRROR SHAPE 3** – medium

THE WOLF AND PETER DANCE | PARTNER WORK

Working in the same partners (and characters), create a lively THE WOLF AND PETER DANCE.

The dance should include 2 sequences each lasting 8 beats, and should include a combination of greeting gestures, jumps, steps, and turns. The children can either stay in MIRROR relationship or stand beside each other.

Remind the children that **PETER** has hands and **THE WOLF** has claws!

- Create sequence 1. e.g. Hold/shake hands (4 beats) and 2 jumps (4 beats) - Total 8 beats
- Create sequence 2. e.g. 4 steps (4 beats) and one turn & hi-five (4 beats) - Total 8 beats
- Link sequence 1 and 2. - Total 16 beats

End THE WOLF AND PETER DANCE in a GREETING SHAPE. Partners must be physically connected (e.g. elbows, hands or backs) and select a high, medium or low level. Freeze in GREETING SHAPE (8 beats).

4. PRACTISE TOWARD PERFORMANCE

MUSIC | Chris Benstead “DA CARS IN DE GARAGE” MUSIC FOR DANCE

Now we are going to link all the MIRROR SHAPES, THE WOLF AND PETER DANCE and final GREETING SHAPE as we choreograph our dance.

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|----|---|---|-------------------|
| 1. | MIRROR SHAPES 1. 2. & 3. | - | Individual choice |
| 2. | THE WOLF AND PETER DANCE sequence 1. & 2. | - | Total 16 beats |
| 3. | Final GREETING SHAPE | - | Total 8 beats |

Allow time for the children to practise to the music. Ensure they are familiar with their starting positions and levels (ie.at the beginning of their MIRROR SHAPES) and encourage them to be confident with their choreography.

5. PERFORMANCE, OBSERVATION and FEEDBACK

MUSIC | Chris Benstead “DA CARS IN DE GARAGE” MUSIC FOR DANCE

Consult ASSESSMENT SECTION in TEACHERS’ NOTES for organising children to perform and observe.

Encourage every child to be expressive when presenting their WOLF AND PETER DANCES.

SAMPLE QUESTIONS for the observers, when watching the performance:

- ***What level was the first MIRROR shape?***
- ***What level was the final GREETING shape?***
- ***Did you have a favourite movement from the dance?***

SAMPLE QUESTIONS for the performers:

- ***How did you feel meeting the other character - were you nervous, shy, fierce, happy, scared?***
- ***Can you describe some of your MIRROR actions?***

6. COOL DOWN

MUSIC | Jack Johnson “CONSTELLATIONS” IN BETWEEN DREAMS

Sit in a circle with legs out front.

Together reach arms up over head and forward towards toes.

Walk hands slowly up the legs and sit cross legged. Stretch one arm over to side and return, repeat other side.

Place hands forward on floor, relax head over to stretch out back muscles, and listen to music. Slowly sit up straight and stretch legs and wiggle feet to finish.

CREATIVE DANCE TALES | VISUAL MATERIALS

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Mateusz Szczerek as THE WOLF and Ivonne Kalter as PETER in CoisCéim Dance Theatre's THE WOLF AND PETER by David Bolger. Photos by Ros Kavanagh.