

**Subject: Artis Performing Arts**

**Subject/Topic/Curriculum links**

The Sea

**Class/Group**

Year 2

**Date**

xxx

**Session No**

2/6

**Artis Core Descriptors**

**Body Awareness-** Using the whole or parts of the body to create and repeat longer sequences of movement.

**Language Awareness-** Begin to demonstrate purpose and intent through use of language.

**Pulse Internalization and Rhythmic Awareness-**Using the body, instruments and sing to maintain a steady beat/pulse against rhythm patterns. Create and improvise on rhythm patterns and sequences

**Learning Objectives:** *by the end of the lesson:*

*all children will be able to* - use a scarf to dance with a partner.

*most children will be able to* - dance sensitively with a partner using a scarf and identify specific water words.

*some children will be able to* - use specific adjectives to develop a dance with a partner. Explore onomatopoeic words.

**Language Focus:**

**Recycled Language from previous sessions:**

The water moves in a swirling way etc.

**What new sentence structures or vocabulary will the children focus on?**

**Sentences:** The sea sounds like this. The sea moves like this.

**Vocabulary:** Sea and Underwater words

**Language Support**

**Speaking-** Starting to build word stocks and experiment with using them in different spoken contexts including character work and songs.

**Small group/pair work tasks and interaction-** Work with others in a team by negotiating, planning next steps of a task, allotting roles within the group and resolving disagreements.

**Understanding and responding to text-** Identify characters and story elements, recount and comment on these using own vocabulary.

<b>Learning Activities/Classroom Organisation</b>	<b>Resources</b>	<b>Timing</b>
<i>(Introduction – main body – conclusion/round-up. Engagement for whole class/group/independent)</i>		
<ul style="list-style-type: none"> <li>• <b>Lead in</b> ...using simple rippling arm movements varying in size. Sit down in a circle. Send an arm ripple around the circle, one person at a time. Notice that it looks like a wave in the sea.</li> </ul>	Music  Sea photos and key words	5
<ul style="list-style-type: none"> <li>• <b>Scarf dance</b> Remind them of the movement words we came up with last week. How could we make the scarf move like water (both people holding the scarf at the same time)? I model this with a partner then we all have a go. Watch some volunteers, which words can we recognize in their performance?</li> </ul>	Scarves	10
<ul style="list-style-type: none"> <li>• <b>Sea Soundscape</b> Repeat our soundscape from last week. What words did we used to describe the sounds of the sea? Can you think of any onomatopoeic words?</li> </ul>	Examples of onomatopoeic words	10
<ul style="list-style-type: none"> <li>• <b>Sea creature movements</b> Write the names of some sea creatures on the board i.e. crab, fish, octopus, shark. Explore movements of these creatures. Ask for descriptive words of how these creatures move.</li> </ul>	Sea creature picture cards	10
<ul style="list-style-type: none"> <li>• <b>Sea creature game</b> Agree on one movement for each of our sea creatures and practice it say that it is repeatable and identifiable. Then play an instructional game where I shout out the name of the creature and they perform that action.</li> </ul>		5
<ul style="list-style-type: none"> <li>• <b>Underwater song</b> Learn the second verse of the song, add some actions.</li> </ul>	Underwater song from Earth, Sea and Sky by Lin Marsh	5
<ul style="list-style-type: none"> <li>• <b>Summary</b> Go over the water words and ask volunteers for a favorite word, we all repeat bringing attention to the rhythm of the syllables.</li> </ul>		5
<b>Differentiation – Support</b> Write some ideas on the board. Discuss with a talking partner first. Pair less confident children with more confident ones. Model all physical and vocal tasks.	<b>Differentiation – Extension</b> Consider flow and dynamic in dance. Include changes of levels and focus. Explore own onomatopoeic words.	