

# PRIMARY PHYSICAL EDUCATION



## Creative Dance



## Creative Dance

Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication. Dance differs from the other aspects of the physical education programme in that the primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement. The dance programme involves the child in a range of creative and folk dance. When creating dance, the child explores a range of body parts, body actions and body shapes. Concepts relating to the body in space, the changing dynamics of movement and the implications of moving in relation to another person and his/her environment are explored. The child is encouraged to dance in response to different stimuli and accompaniment and to view dance performance. The child's concept of what a dance can be enriched by opportunities to see and appraise the more accomplished work of others.

Primary School PE Curriculum, page 3



### Dance Curriculum Objectives

#### Junior and Senior Infants

**Strand Unit:** Exploration, Creation and Performance of Dance

**The child should be enabled to**

- explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions such as travelling (walking, running, skipping) and jumping, gesture and stillness
- explore and create movement at different levels, using different pathways and forming different shapes in space
- explore an appropriate range of dynamics in movement
- explore and communicate through simple body movement a range of moods or feelings
- create and perform simple dances with teacher's guidance
- respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music
- begin to develop work with a partner
- perform simple singing games
- perform simple movements to given rhythmic and melodic phrases
- develop poise, balance and coordination while moving and stopping
- begin to show sensitivity in movement to music

## First and Second Classes

### *The child should be enabled to*

- explore and develop a greater range of movements of body parts and body actions to include turning
- explore further different levels, pathways and shape in space and begin to explore directions
- explore a range of dynamics in movement
- explore and communicate through simple body movement a range of moods or feelings
- create, practise and perform dances showing a clear beginning, middle and end
- continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music
- develop work with a partner
- perform a range of simple steps and movements to given rhythmic and melodic phrases
- develop increased poise, balance and coordination while moving and stopping
- develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music

## Third and Fourth Classes

### *The child should be enabled to*

- explore more complex movements of body parts and body actions, to include weight transference
- explore further different levels, pathways and shape and directions in space
- continue to explore an increased range of dynamics in movement
- explore and communicate through body movement a range of moods or feelings
- create, practise and perform dances showing a clear beginning, middle and end using simple technique of unison and canon.
- respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures, songs and music
- develop work with a partner and begin to work in small groups
- perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper movements.
- perform to music, showing a sensitivity to rhythm changes and phrasing
- show increased poise, balance, control and coordination while moving and stopping

## Fifth and Sixth Classes

### *The child should be enabled to*

- create and perform a more complex range of movements
- communicate through movement a range of moods or feelings
- create, practise and perform longer and more complex dances with clear dance forms
- choose and respond with increasing sensitivity to a broader range of stimuli
- develop work with a group
- explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance
- learn and perform a range of steps and movements to rhythms and musical phrases
- perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary)
- show increased poise, balance, control and coordination while moving and stopping
- perform dances showing concentration and awareness of others.

## Creative Dance & the PE Curriculum

When planning the structure of a creative dance lesson or series of lessons it is useful to consider the principles of movement. The principles of movement which are required by children to dance can be grouped under the following headings:

- ★ what the body can do (body action)
- ★ how the body moves (dynamics)
- ★ where the body moves (space)
- ★ with whom or with what the movement is taking place (relationships).

*PE Teacher Guidelines pg. 66*

## Developing FMS through the strand of Dance

The Dance lesson is a great opportunity to develop pupils fundamental movement skills as well as many more skills. The ***Move Well Move Often 'Developing the Physically Literate child through the lens of Fundamental Movement skills'*** resource outlines a number of different fundamental movement skills (see list below) that can easily be embedded into the Creative Dance lesson. When teaching the Strand of Dance, choose one skill that can be easily embedded into the Dance lessons during the 4/6 block of teaching Dance. During the Creative Dance PE lesson work on one/max two teaching points per lesson.

See [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit) for a range of videos, activities, assessment templates etc that can be used in the PE lesson when teaching Fundamental Movement Skills during the PE lesson.

***FMS Skills that can be easily embedded into any creative dance lesson include:***

- Walking
- Hopping
- Skipping
- Jumping for Height
- Jumping for Distance
- Side - Stepping
- Balancing
- Landing



## Warm-up Activities for Creative Dance

An effective warm-up sets the right tone and establishes expectations of what will follow in the dance lesson. Effective warm ups should engage, energise and prepare the children for the upcoming lesson. When engaging in a dance warm up the following should be considered:

- Raising the body temperature & heart rate
- Mobilising and stretching
- Challenging Co-ordination

### Switching on for dance:

Sit with the participants, cross-legged, in a circle and lead them through the following activity:

- Switch on your ears (tweak the ears).
- Switch on your eyes (rub the eyes).
- Switch on your concentration (pat the head).
- Switch on your body (place both hands on top of the head and move them down along the outline of the body, tracing the shoulders, sides, legs and feet).
- Bring the hands to rest on the floor in front of the feet).

### Aerobic Warm Up:

- March on the spot - Cross crawl arms cross centre of body
- Toe touch foot in front of body - alternate right and left progress to hop to raise heart rate
- Toe touch at back of body
- Alternate front and back
- Touch elbow to knee
- Put it all together!

### **Move to the Music:**

Listen to the beat of the music, call the following actions and children complete the action for a count of 16 beats, then change to the next movement.

1. Clap hands
2. Tap knees, shoulders, nose and head (each x 16)
3. Punch the air with both hands
4. March and swing arms
5. Skip
6. Gallop
7. Shake right/left hands with a partner, then shake both hands
8. Link right/left arms and turn
9. Clap hands
10. Tap knees, shoulders, nose and head (each x 16)
11. Punch the air with both hands
12. March and swing arms
13. Ski
14. Gallop
15. Shake right/left hands with a partner, then shake both hands
16. Link right/left arms and turn

Reference: Dancin Time

### **Names Dance:**

- The whole group forms a circle, invite each participant to say their name and perform a movement of their choice as they say their name. After each person has said their name and completed their movement, the whole group repeats the name and completes the movement. Continue this process until everyone has had an opportunity to say their name and perform their movement.
- **Freestyle:** Choose a number of movements performed above and perform during the chorus
- **Connection:** Invite participants to connect with each other using different body parts - shoulders, hands, knees ,toes. Call freeze, the whole group should be connecting using various body parts
- **Variations:**
  - Integrate any subject area e.g. Counties of Ireland, Number facts, Gaeilge foclóir & frasáí
  - Have a number of pupils perform together
  - Divide the group into smaller circles and each group perform at the same time

### **Move the bouncy ball**

- Pretend you have a bouncy ball on your shoulder, bounce it up into the air, watch it in the air, land on the other shoulder. Encourage pupils to bounce and land the ball on different body parts

### **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
- (*Creative Dance Tales, The Wolf & Peter, Lesson 3*)

### Painting with your Hands:

- **Music:** CD title - *Darkness in Dreams*, by Yas-Kaz
- **Equipment:** Markers or crayons - one for each person
- **Exploration Sequence:**
  - Participants write their signature on a piece of paper using print, cursive, or a combination
  - Notice the shape of each letter and how one letter connects to another
  - Close your eyes and write your signature again on the paper
  - This time feel the movement of your hand and notice the force and flow of the movement
  - Standing in their own space, participants use their hand to write their signature in the air at chest level
  - **Variation:** Write your signature three times and each time increase the size
  - Write your signature using three different body parts. For example, write the whole signature with one body part or write different letters using different body parts
  - Write your signature adding an FMS, so you can expand the signature across the space
  - Use different body parts
  - Ask participants to form pairs and work on one painting together

### Stepping Sequence: Side to side

- Side stepping to the right (1 2 3 4)
- Step, together, step, together
- Keep the feet together
- Raise the right arm then the left above the head (5 6)
- Lower the right arm and then the left arm (7 8)
- Repeat moving to the left.
- Repeat side step to the right, bringing the arms, up, down, out, in.
- Repeat moving to the left
- Repeat moving to the right and left using one arm only (i.e. left arm when moving to the left, right arm when moving right)

### Stretching: - *Can be performed to music*

- Neck - left to right & up & down
- Shoulder rolls - back & forward & up & down
- Hands linked overhead - right to left & left to right
- Toe touch - left, middle & right
- Lateral lunge - Left to right with hands out
- Quad - left & right
- Hip flexor - left & right
- Glute - left & right
- Stand still - deep inhale/exhale, bringing arms up over the head and down. Repeat
- Shoulder rolls forward and back
- Toe touches - Wide stance

### ★ Movement through Space: Dividing and Defining Space using a Thematic Approach

The following activity provides a framework of how space can be divided and defined using a theme in the Creative Dance lesson. Choose themes that pupils in your class can relate to and are meaningful for pupils. Some suggestions are feelings, the weather, colours, Historic tales, a trip to the circus, pupils hobbies, the list is endless This Activity can also be done as Gaeilge. See below for an example. . See Sample lesson on page 11 where the FMS of side - stepping has been embedded in a sample lesson using the activity outlined below.

#### Rince Cruaitheach:

**Rince le Mothucháin** - dancing with Emotions

Díriú ar leibhéal, taisteal (levels and travelling)

Seomra a roinnt ina seacht gcuid, seacht mothucháin - áthas, déistin, brón, iontas, fearg, eagla, díspeagadh (contempt)

Cén dath a bhíonn ar áthas? Conas a bhféachann sé?

#### An Sorcas - Circus

Ceithre ghrúpaí:

1. Fir agus Mná Grinn - clowns
2. Téadchleasaithe - Tightrope walkers
3. Lámhchleasaithe - jugglers
4. Ainmhithe - Animals

#### Dividing & Defining Space:

Invite pupils to name their favourite places to visit/will visit during their Summer holidays. Choose six countries named by the pupils and assign each country to a different area in the hall.

Whole class move to one of the areas named after a country. Use questioning here that will stimulate thinking and discussion that will lead to pupil creativity in movement.

#### Sample Questions:

*How do you feel in this country? Can you show me this by making a shape with your body and hold it for 3 seconds? What can you see around you? Can you make a shape with your body to show what you see? What sights are you exploring here? Who is with you? What are you eating/drinking?*

**\*\* If required use images, videos, books, music, props to stimulate pupil imagination and creativity**

#### Transitions - Moving through Space :

The class will come up with one way of travelling and one direction of travel to use when moving to another country (area of the PE Hall). The whole class moves together. e.g. side-step forwards. When pupils are side-stepping, remind them of today's teaching point introduced earlier.

Upon arrival at a new country, continue the discussion to stimulate pupil creativity. Pupils create body shapes, actions etc to represent this country.

**Transitions:** Pupils identify a new method of travel and a different direction of travel, all pupils move accordingly. Continue this process until all countries have been visited by moving from country to country using different ways of travelling and different directions.

**Further Development of Activity:** Divide the class into small groups, assign each group a country where they begin their 'Summer holidays'. Pupils will then create a sequence of movement to show their transition from country to county using a different method of travel and travel direction each time they move between countries. While pupils are working on their movement sequences, music may be played in the background. Invite pupils to listen to the rhythm of the music and move accordingly when travelling. Each group will then move at the same time displaying their movement sequences when travelling from country to country. Music



can be played while pupils move, invite pupils to move according to the rhythm of the music. Props, costumes etc can be used when pupils are performing their group sequence of movement.

### ★ Exploring Creative Dance through the Curriculum

The skills children learn in dance (knowledge, skills and understanding of performing, composition and appreciation) can be complemented by what can be learned through dance. Creative dance provides links to a wide range of subjects and curriculum areas as well as providing opportunities to enhance and develop children's social skills. Below is a sample strategy of how other subjects can be integrated through creative dance. Dance using storybooks can be particularly effective way of learning other curricular areas through creative dance.

#### Suggested Use of *Storybooks* as a stimulus

- Read, or ask a child to read a story - e.g. The Rainbow Story.
- Spend some time on talk and discussion and questioning, for example: What pictures come to mind when you think of ...? Do you associate any feelings with these ...? If we were to make a dance about this story, what actions would you do for ...?
- Begin the movement section of the lesson with a warm up. Do this without music, and then with music.
- Now assign each child to a part or action of the story, and ask them to individually create a solo dance to represent this.
- Give the children the opportunity to practice first without music, and then with music.
- Group work: The class is now grouped according to how the story is divided. The children are asked to work with their groups for five minutes without music to create a group dance, which will include a starting point, at least two actions, and a finishing point. The groups may perform the movement in unison or in canon.
- The groups practice the movement with music. Some groups perform while the other children watch. The observing children are encouraged to give positive feedback to the performers.
- **Variation:** Arrange all the groups in their starting position for group dance
- Commence reading the story in its entirety, or ask a child to read it. As each element of the story is referred to, the various groups do their dances. On completion of each dance, the children should 'melt; down to the floor until all group dances are completed.



### Suggested Books to use as a Stimulus for the Creative Dance Lesson

Books are a very useful resource that can be used to stimulate creativity in the Creative Dance lesson. Use any books/stories that are being used in the Literacy lesson, SESE, etc that appeal to pupils in your class or books that show a variety of character/images/story that can be easily portrayed and interpreted in the Creative Dance lesson.

#### Leabhar Gaeilge

Cogito le Andrew Whitson, Caitríona Nic Sheáin (Foilsiútheoir: An tSnáthaid Mhór)

Samplaí de roinnt briathra sa leabhar - chas sí, chrom sí, d'iompaigh sí, shleamhnaigh sí, chúlaigh sí, Thosaigh sé, léim sí, bhailigh sí, lúb sí, luasc sí, tháinig sí, d'fhan sí, d'éist sí.

Leagan den leabhar ar fáil ar Youtube: [https://youtu.be/c\\_LQKm7CGX8](https://youtu.be/c_LQKm7CGX8)

<https://youtu.be/yD1yp9P6GdY> (with English subtitles)



## Musical appreciation and Exploration of Rhythm

A suggested warm up activity before introducing this dance is to play music and for the pupil to complete body movements to the beat of the music.

### Stomp Stomp Dance:

**Music:** : Stomp Stomp by The Cats and The Fiddle

**Formation:** Invite pupils to stand in lines of 6. Ensure that each pupil can see the teacher clearly.

Introduce one piece of the dance at a time according to the ability of the pupils.

When pupils are comfortable with each piece then perform to music

#### Part 1:

Stomp, stomp (right foot only)

Tap Right, left, right

Stomp stomp (left foot only)

Tap Left, right, left

Stomp, stomp (right foot only)

Tap Right, left, right

Jazz Hands and turn around (turn to the right 1st) (count of 4)

**Repeat**

#### Part 2:

Grapevine to the right - Side, back, side, together, clap clap and to the left Side, back, side, together, clap, clap x 2

**Repeat Part 1**

#### Part 3: Charleston Steps

Imagine you are standing in a *diamond* - step the left foot forward and tap the right foot to the top of the 'diamond', swing arm to the right then step right foot to the middle. (count 1,2)

Step the left foot to the back of the diamond and swing hands to the right, step left foot to the middle of the diamond left, swing arms to the left (count 1,2)

Repeat the Charleston steps x 3

**CLAP x 4 - Double clap, clap, double clap, clap**

## Cool Down

#### Cool Down 1:

- 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.
- Take a deep breath in and out a number of times

#### Cool Down 2

- Children find a space on their own and curl into a ball on the floor.
- Slowly stretch out the arm on the floor and then the whole body to lie on back or stomach.
- Relax body and close eyes, and listen to music for 1 -2 mins.
- Slowly sit up with legs outstretched. Move to a crouch position and slowly stand up stretching arms overhead.
- Breathe slowly in and on the out breath out, lower arms

#### Spinal Stretch:

- Standing straight, breathe in and out gently.
- Drop the head to the chin
- Roll the back forwards, leaning towards the floor, let the arms hand loose and dangle from side to side
- Nod the head three times and shake the head gently from side - side three times.
- Bend your knees as if you are skiing down a slope.
- Roll the back slowly to a straight standing position.

**Music can be added to this Stretch, it can be done to the count of 8 beats, 4, 2 and 1!**

# Sample Lesson Plan

Focusing on the Fundamental Movement Skill of Side- stepping in a Creative Dance lesson

<b>Class Level</b>	3 <sup>rd</sup> – 4 <sup>th</sup> Class
<b>Strand</b>	Dance
<b>Strand Unit</b>	<ol style="list-style-type: none"> <li>1. Exploration, creation and performance of dance</li> <li>2. Understanding and appreciation of dance</li> </ol>
<b>Curriculum Objectives</b>	<p><i>The child should be enabled to:</i></p> <ul style="list-style-type: none"> <li>★ Explore further different levels, pathways, shapes and directions in space</li> <li>★ Explore and communicate through body movements a range of moods and feelings expressing joy, anger, sorrow</li> <li>★ Respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music</li> <li>★ Develop work with a partner and begin to work in small groups</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>§ Develop one new teaching points for side stepping</li> <li>§ Realise the important role side stepping plays in Dance, physical activities and recreational activities</li> <li>§ Reflect on the teaching points of skipping that the child is good at.</li> </ul>
<b>Creative Dance &amp; Fundamental Movement Skill</b>	Dividing and Defining Space using movement with a focus on the Side stepping
<b>Resources</b>	Speaker, music (teacher/pupils discretion), thematic images, videos, props, Move Well Move Often website: <a href="http://www.scoilnet.ie/pdst/physlit/">www.scoilnet.ie/pdst/physlit/</a>

## Introduction

Today we will practise our locomotor skill of side stepping. There are lots of times when we use the skill of side stepping in activities? Can you think of any? We will practice this skill in more detail during our lesson.

## Warm Up

Select two or three activities from the warm-up activities listed previously.

## Main Content (Whole)

### 1.Side- stepping:

Using the Move Well Move Often side step poster discuss the teaching point & external cue for the teaching point that will be focused on during today's lesson. **'Stand side on with hip and shoulders pointing in the direction of travel'**, external cue - *Point where you are going and follow your shoulder.* Can anyone show me what this looks like?

Invite pupils to side step around the playing area focusing on today's teaching point. Then ask pupils to side step in a variety of directions - forwards , backwards, left, right, side-ways etc.

### 2. Dividing & Defining Space:

Invite pupils to name their favourite places to visit/will visit during their Summer holidays. Choose six countries named by the pupils and assign each country to a different area in the hall.

Whole class move to one of the areas named after a country. Use questioning here that will stimulate thinking and discussion that will lead to pupil creativity in movement.

**Sample Questions:**

*How do you feel in this country? Can you show me this by making a shape with your body and hold it for 3 seconds? What can you see around you? Can you make a shape with your body to show what you see? What is happening around you? What sights are you exploring? Who is with you? What are you eating/drinking?*

**\*\* If required use images, videos, books, music, props to stimulate pupil imagination and creativity**

**3. Transitions - Moving through Space :**

The class will now come up with a way of travelling and one direction of travel to use when moving to another country (area of the PE Hall). The whole class moves together. e.g. side-step forwards. When pupils are side-stepping, remind them of today's teaching point introduced earlier. Upon arrival at a new country, continue the discussion to stimulate pupil creativity. Pupils create body shapes, actions etc. to show this country.

Pupils identify a new method of travel and a different direction of travel, all pupils move accordingly. Continue this process until all countries have been visited by moving from country to country using different ways of travelling and different directions.

**Main Content (Part)**

Invite pupils to side step from one side of the PE hall to the other, as they side step encourage pupils to direct their attention to today's teaching point: **Stand side on with hip and shoulders pointing in the direction of travel.** Continue this for 2 mins.

**Move Well Move Often Activity:** Side Step to the Rescue (Book 1 pg. 105)

*Arrange pupils in groups of three. Set out two cones for each group around ten metres apart. All of the pupils in each group line up at one cone and take turns to side step out and around the other. The first pupil side steps around the cone and back to their group, collects the second pupil in the line and holding one hand, they both side step around the cone and return to the start. This pattern continues until the whole group side steps together out and around the cone. Now the activity is reversed, with one pupil being returned to the starting line each time. If the chain is broken the group must start again. If time allows, play the above activity or another suitable side stepping activity found in MWMO Book 1, 2 or 3.*

**Main Content (Whole)**

Arrange the class into small groups, assign each group a country where they begin their 'Summer holidays'. Pupils will then create a sequence of movement to show their transition from country to county using a different method of travel and travel direction each time they move between country - country. Pupils must include side stepping in their movement sequence. While pupils are working on their movement sequences, music may be played in the background. Invite pupils to listen to the rhythm of the music and move accordingly when travelling.

Each group will then move at the same time displaying their movement sequences when travelling from country to country. Music can be played while pupils move, invite pupils to move according to the rhythm of the music. Props, costumes etc can be used when pupils are performing their group sequence of movement.

**Cool Down:**

Choose a cool Down listed in the Cool Down Section of this resource.

**Summary:**

*Summarise the teaching points of side stepping learned to date and provide pupils with a side stepping 'Take Home' activity outlined in the 'Beyond the Classroom' section of the Move Well Move Often website - [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit)*

## Embedding Move Well Move Often

- Embed **one** fundamental movement skill in **one** strand over a four/six week block.
- Focus on one, max two teaching points of the chosen FMS per PE lesson.
- Move Well, Move Often website: [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit)
- Consider using Take Home Messages/PE homework after your PE lessons.  
See: [www.scoilnet.ie/pdst/physlit/beyond/](http://www.scoilnet.ie/pdst/physlit/beyond/)
- Examine the Assessment templates on [www.scoilnet.ie/pdst/physlit/assessment/](http://www.scoilnet.ie/pdst/physlit/assessment/) and choose a template that is suitable for use with your class

## Teaching Creative Dance in the Curriculum

- ★ A sense of creativity is at the heart of every Creative Dance lesson. Fun, play and laughter are the key ingredients to lead to pupil creativity.
- ★ Creative Dances can aid pupils to memorise facts, verbs, names, foclóir agus frasaí as Gaeilge etc
- ★ Creative Dance lessons lend themselves very well to linked with other areas of the PE Curriculum and integrated with other curricular areas.
- ★ Sensitive topics such as emotions can be explored in a safe environment in the Creative Dance lesson
- ★ If pupils look tense when performing creative dance moves, remind them to pretend their body is a marshmallow - soft and loose
- ★ When choosing music for the Creative Dance lesson, try to use music that sounds 'happy and cheerful', pupils can find it easier to move to music with little or no lyrics.
- ★ If possible use music in the Creative Dance lesson that appeals to your class. Always listen to music first before playing it in class

## Suggested Music for the Creative Dance PE lesson

A Spotify playlist has been created called **Music for the Creative Dance PE lesson** to support teachers in accessing accompanying music. The Spotify playlist can be accessed through the following link:

<https://open.spotify.com/user/margaretfoley85/playlist/1UWI73SalvbcdT9nhx9xTN?si=aatmTKSjQ6eDi0-Hkj9gxxg>

**Some Suggestions are:** Safe & Sound by Capital Culture, Stomp Stomp by The Cat & The Fiddle, Entry of the Gladiators by Julius Fucik, Prickly Pair by Portico Quartet, any suitable piece by Hans Zimmer, Disney Piano Collection, Ukele, Happy music, etc.

## CLIL:

The Creative Dance lesson is an ideal lesson for the use of the CLIL approach.

Content and Language Integrated Learning (CLIL) Content and language integrated learning (CLIL) is an approach to language learning where the target language is used as the medium to teach both content and language. This process enables the attainment of both content objectives and language objectives in the same lesson. CLIL is internationally recognised as a successful approach to language teaching and learning and offers a particularly favourable approach for the teaching of Irish in primary schools. It provides opportunities for integrating Irish across the curriculum in an active and meaningful way. PE is an appropriate subject for CLIL because it offers opportunities for discussion and active engagement by pupils in groups. This may involve pupils naturally conversing with each other, solving a problem together, conveying meaning or making a point to a peer. While the pupils will learn specific PE terminology in Irish, they will also learn to communicate and operate through Irish in that subject. The teacher uses language in the PE lesson to question, to direct, to explain, to suggest, to prompt and to simulate the pupil to think. In turn, the pupil is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reasons. A whole-school approach to CLIL will enable pupils to develop a rich and varied understanding of the language of Physical Education and movement experiences across all class levels in a developmentally appropriate manner.

(*Move Well Move Often Teacher Guide pg. 9*)

## The Story of the Rainbow

Once upon a time all the colours in the world started to quarrel; each claimed that it was the best, the most important, the most useful, the favourite.

GREEN said: *'Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves – without me all the animals would die. Look out over the countryside and you will see that I am in the majority.'*

BLUE interrupted: *'You only think about the earth, but what about the sky and the sea? It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity.'*

YELLOW chuckled: *'You are all so serious. I bring laughter gaiety and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world starts to smile. Without me there would be no fun.'*

ORANGE started next to blow its own trumpet: *'I am the colour of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and pawpaws. I don't hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you.'*

RED, unable to stand it any longer, shouted out: *'I'm the ruler of you all, blood, life's blood. I am the colour of danger and bravery. I am willing to fight for the cause. I bring fire in the blood. Without me the earth would be empty as the moon. I am the colour of passion and of love; the red rose, poinsettia and poppy.'* PURPLE rose up to its full height. It was very tall and spoke with great pomp: *'I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me: they listen and obey.'*

INDIGO spoke much more quietly than all the others, but just as determinedly. *'Think of me. I am the colour of silence. You hardly notice me, but without me you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace.'*

And so the colours went on in this line, each convinced that it was the best. Their quarrelling became louder and louder. Suddenly there was a startling flash of brilliant white lightning: thunder rolled and boomed.

Rain started to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort. Then RAIN spoke:

*'You foolish colours, fighting amongst yourselves, each trying to dominate the rest. Do you not know that you were each made for a special purpose, unique and different? Join hands with one another and come with me.'*

Doing as they were told the colours joined hands. The rain continued; From now on when it rains each of you will stretch across the sky in a great bow of colours as a reminder that you can all live in peace. The rainbow is a sign of hope for tomorrow.



## Varying Movement Actions for Gymnastics and Dance

