



# Fun with Creative Movement and Dance

June: Lessons 1 - 2

Our Gift to You



FUN with COMPOSERS

## PAL+ EARLY LEARNING ARTS COMPONENTS CREATIVE MOVEMENT & DANCE - LESSON 1

### Fun with Creative Movement and Dance

#### LESSON ONE



#### MATERIALS NEEDED:

**Materials Needed:** Bubble Space Awareness track or *Gymnopédie No. 1* Eric Satie, and Circus Music: *Entry of the Gladiators op. 68* by Julius Fučík found on streaming platform.

**Recommended Children's Book:** Ehlert, L (1992). *Circus*


**Visuals:** Performing Pickle

**Other:** scarves, yoga mats (optional)

#### FOCUS



LESSON 1 – Activity 1: Bubble Space and Body Awareness

LESSON 1 – Activity 2: Circus Freeze Dance: Start vs. 



#### TEACHING PROCESS



LESSON 1 – ACTIVITY 1: Bubble Space and Body Awareness

**Purpose:** Body Awareness

**Formation:** Students standing in scattered formation

1. Students are in scattered sitting on the floor, play *Gymnopédie No. 1* by E. Satie. Instruct students to pretend to blow a bubble while modelling the action.

#### SUGGESTED TEACHER NARRATIVE:

Pick up your pretend bottle of bubbles. Dip your bubble blowing stick inside the jar, pull it out, and let's take a big breath and blow some bubbles. Now catch a bubble on your hand. These are magical bubbles, and they will not pop. Hold your bubble up high! Hold it down low, move it to the side, and now the other side. Let's take a straw and put it in the bubble now we are going to blow in the bubble and it's getting bigger, and bigger, and oh my it's so big, we have to stand up! It's as big as your body. Now let's step inside the bubble.

Students stretch their arms out parallel to the floor, then move their arms in a circle like you are touching the walls of the bubble. If you are touching someone or something, you are too close. If you are moving their arms smoothly around without touching someone, then they are in their own bubble space.

2. Play the music *Gymnopédie No. 1* and create your own directions or follow the suggested teacher narrative.

### SUGGESTED TEACHER NARRATIVE:

Sit down and put your arms out to the side and swish your arms around. Make sure you are not touching anyone or anything. This is called your bubble space. Now look down by your foot, there is an imaginary paint brush. Let's start to paint the inside of your bubble. Paint the floor, paint the ceiling, paint the sides, paint behind them. Oh, I think you missed a spot, let's try again.

- Repeat the same process with students standing up. Remind them not to miss any spots and to make sure that they fill in all the spaces inside their bubble. Invite students to pick a different colour and paint polka dots, zig zags, swirls. Encourage them to paint silently because they do not need to say what they are doing. Tell them that everyone has magic vision so they will see everyone's own unique bubble.



### Modifications

- The purpose of this activity is for younger students to have a sense of their own personal space. Use long ribbons on the ground to designate each child's space. You could use yoga mats. Tell students to crawl all around their space.
- Let them listen to the story and demonstrate how to "paint" their personal space. Use a scarf to help "paint" their space.

## 2 LESSON 1 – ACTIVITY 2: *Circus Freeze Dance*. Start vs.

**Purpose:** Body Awareness: Start vs. 

**Formation:** Students standing in scattered formation

- Review the Three Magic Rules of Movement:



### THE THREE MAGIC RULES OF MOVEMENT:

- Listening: when moving on the floor there should be no talking. Children who are talking make it difficult for themselves and others to hear directions.
- Respecting each other's space: Blow an imaginary bubble large enough for you to step in. Once you are in try to keep enough distance from others that your bubbles won't burst.
- Hands to yourselves: No touching objects or furniture that is around the room.

- To prepare students for the 'circus' activity, show students a couple pages from the *Circus* book and briefly discuss what is happening in the illustration.



3. Play circus music from Spotify or apple music and students can walk, dance, or act out being at the circus around the room.
4. When the music stops, the teacher holds up a page from the book and students must freeze as the performer on the surprise page.
5. Show students the 'Performing Pickle' card and explain that if they see this card they get to freeze as any performer they like.



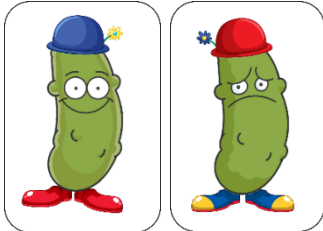
### Modifications

Play the game as directed except when the music stops- just focus on freezing and don't move. Once this is secure then add in pictures to inspire frozen shapes.

## PAL+ EARLY LEARNING ARTS COMPONENTS CREATIVE MOVEMENT & DANCE - LESSON 2



### LESSON TWO



#### MATERIALS NEEDED:

**Materials Needed:** *Gymnopédie No. 1* Eric Satie, and Circus Music: *Entry of the Gladiators op. 68* Julius Fučík found on streaming platform, *The Scarf Song* found in PAL audio files.

**Instruments:** Triangle, Drum (teacher use only)

**Visuals:** Float and Pop visual, Happy/Sad Pickle, inflated balloon

**Other:** images of paintings for teacher use, Scarves, Yoga mat (optional)

### FOCUS

- 1 LESSON 2 – ACTIVITY 1: Bubble Space and Body Awareness with scarves.
- 2 LESSON 2 – ACTIVITY 2: *The Scarf Song*.
- 3 LESSON 2 – ACTIVITY 3: Circus Painting.



### TEACHING PROCESS

- 1 LESSON 2 – ACTIVITY 1: Bubble Space and Body Awareness with scarves.

**Purpose:** Body Awareness

**Formation:** Students standing in scattered formation

1. Repetition is very important for young learners. Complete the same bubble space activity (refer to Lesson 1 Activity 1). Use *Gymnopédie No. 1* to create your own directions. Through repetition, students will become more aware of their body in relation to their peers.

#### SUGGESTED TEACHER NARRATIVE:

Today we are going to make our bubble spaces again. If everyone is following the directions and painting their bubble spaces, then we will add scarves the next time.

2. When complete, and students make their bubble space, add scarves, two per student and repeat the activity.

- 2 LESSON 2 – ACTIVITY 2: *The Scarf Song*.

**Purpose:** To facilitate a quick and efficient way to put materials away.

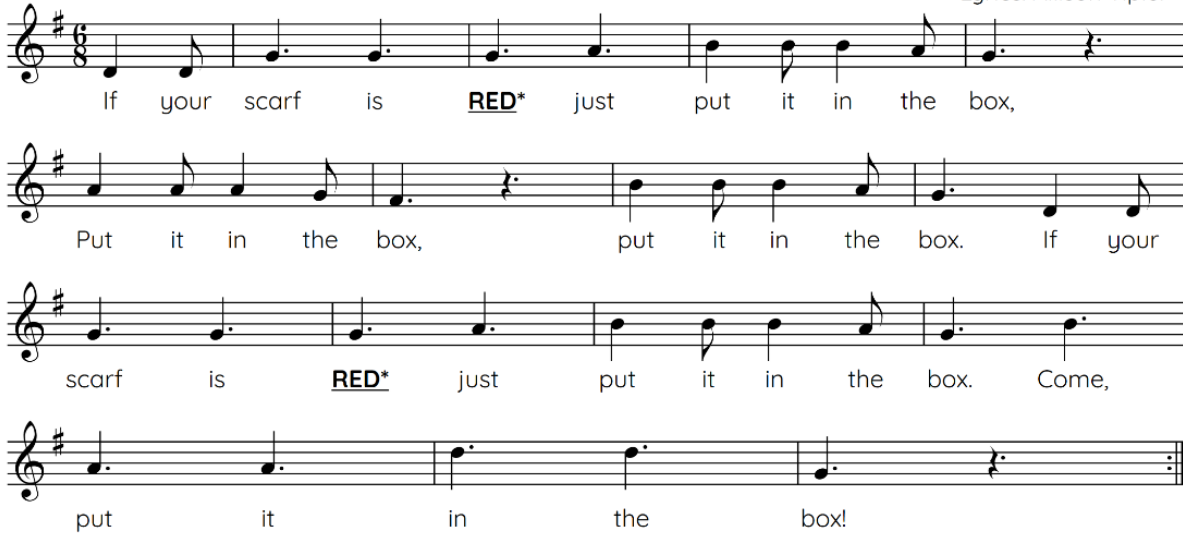
#### SUGGESTED TEACHER NARRATIVE:

Let's put your scarf away! When you hear your color, please come and place it in the box.

## The Scarf Song

Transition Song

Song: Ada Vermulen  
Lyrics: Allison Tipler



If your scarf is RED\* just put it in the box,  
Put it in the box, put it in the box. If your  
scarf is RED\* just put it in the box. Come,  
put it in the box!

\*Insert colours: **BLUE, GREEN, YELLOW** etc. until all the scarves are put away.

## **LESSON 2 – ACTIVITY 3: Circus Painting**

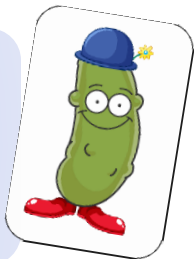
**Purpose:** Body awareness and smooth vs. sharp movement

**Formation:** Bubble space

- Teachers can play circus music from Apple Music or Spotify. Create a scenario or use the following narrative to inspire imagination.

### **SUGGESTED TEACHER NARRATIVE:**

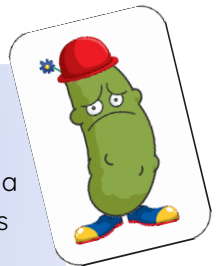
We are going to use our imagination. When I play this sound on the triangle, you are going to turn around and magically become a clown. One, two, three, (PLAY TRIANGLE). You are a clown artist, and you are very good at painting, and there is a very big white wall that we need to paint.



- Describe and/or show the image of a happy 'clown' (performing 'pickle') and ask students to draw it in the air as you describe it. Show visuals of both happy and sad 'clowns' and let students decide if they will paint a happy or sad face.

### **SUGGESTED TEACHER NARRATIVE:**

Dip your brush down by the imaginary paint can by your foot. Let's Draw a clown face, add eyes, eyebrows, eye lashes, a nose, is our clown happy or sad- oh he looks happy. Let's draw a smiling mouth. Look there is a second clown. Let's draw a second clown, oh! Is he happy? Or is he sad? You decide!

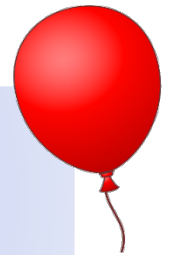


- Describe images of balloons or show an inflated balloon for reference. Students will respond and paint four or five balloons.

**SUGGESTED TEACHER NARRATIVE:**

Dip your brush in the imaginary paint can down by your foot. Let's pretend that the clowns are holding balloons. Let's paint a balloon. Make it a big circle and color it in. It's attached to a string. Let's draw a string. Make it a squiggly line down to the ground. The clown is holding the balloon! Now let's give our clown another balloon. We need a different color. Dip your scarf in the imaginary paint can again and this time let's draw another balloon. Yes, it needs a string too, draw a squiggly line down to the ground. (Repeat).

4. Show image of floating balloon. Discuss how a balloon might move; invite responses that reflect smooth, floating movements. Use narrative to initiate these responses through movement.



**SUGGESTED TEACHER NARRATIVE:**

Oh no! One of our balloons is escaping, it's floating up and up, show me how you can float. Show me how you float lightly. Can you float to this side of the room, float to the other side, float all over. Oh, can you grab onto it! Yes, you got it. Ok we are floating, down, down, down. Let's put the balloon back on the wall. (Repeat)

5. Expand narrative to include multiple balloons escaping. Focus on how students might move to avoid breaking the balloons as they collect them.

**SUGGESTED TEACHER NARRATIVE:**

The rest of the balloons have escaped too! There are balloons floating all around, but we are not afraid, floating is fun! Grab onto the balloons and try to collect them all. Remember to move gently or you might break your balloon!

6. Present Popping Balloon image.



**SUGGESTED TEACHER NARRATIVE:**

What's that I hear! It's something popping! The balloons are popping! How can you show me that you pop. Oh dear. Let's try that again. Stand up and POP!

7. Recap: Floating is long and light; Pop is short and strong.

**SUGGESTED TEACHER NARRATIVE:**

Show me your body when you are floating. Can you make your body move long, light and smooth just like a floating balloon? Show me how your body moves when you pop. Does your body make quick and short movements?



## Modifications

Act the story out for the students. Encourage them to join in when they can. If students need help visualizing balloons floating away, “accidentally” drop scarves around the room and the students can help collect them.

**PAL+ Creative Movement and Dance Lessons 3 and 4 are available with a subscription.**



**PAL+ EARLY LEARNING ARTS COMPONENTS**  
**DRAMA - LESSON 3**

**LESSON THREE**

**MATERIALS NEEDED:**  
Classical Music: *Trish-Trish Polka* - Johann Strauss  
Source: *Fun with Composers Volume 1 (PAL+)* - (S.E.)  
PAL+ Early Learning Arts  
Recommended Children's Book: *L. E. art, Circus*  
Recommended Children's Book: *Other Art and the Very Grumpy Ringmaster*  
Other: *Other Art and the Very Grumpy Ringmaster*  
Other: *Other Art and the Very Grumpy Ringmaster*  
Other: *Other Art and the Very Grumpy Ringmaster*

**FOCUS**

**LESSON 3 - ACTIVITY 1: Heroes in Art and the Very Grumpy Ringmaster**  
**LESSON 3 - ACTIVITY 2: Heroes in Art and the Very Grumpy Ringmaster**

**TEACHING PROCESS**

**LESSON 3 - ACTIVITY 1: Heroes in Art and the Very Grumpy Ringmaster**

**SUGGESTED TEACHER NARRATIVE**

**SUGGESTED TEACHER NARRATIVE CONTINUED**

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**PAL+ EARLY LEARNING ARTS COMPONENTS**  
**CREATIVE MOVEMENT & DANCE - LESSON 4**

**LESSON FOUR**

**MATERIALS NEEDED:**  
Classical Music: *Trish-Trish Polka* - Johann Strauss  
Source: *Fun with Composers Volume 1 (PAL+)* - (S.E.)  
PAL+ Early Learning Arts  
Recommended Children's Book: *L. E. art, Circus*  
Recommended Children's Book: *Other Art and the Very Grumpy Ringmaster*  
Other: *Other Art and the Very Grumpy Ringmaster*  
Other: *Other Art and the Very Grumpy Ringmaster*

**FOCUS**

**LESSON 4 - ACTIVITY 1: Heroes in Art and the Very Grumpy Ringmaster**  
**LESSON 4 - ACTIVITY 2: Heroes in Art and the Very Grumpy Ringmaster**

**TEACHING PROCESS**

**LESSON 4 - ACTIVITY 1: Heroes in Art and the Very Grumpy Ringmaster**

**SUGGESTED TEACHER NARRATIVE**

**SUGGESTED TEACHER NARRATIVE CONTINUED**

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