

Emotions

Movement Objectives

Dynamics



happy
energetic
expressive
big



angry
heavy
sudden
loud



sad
small
slumped
closed

Body parts
Facial expressions

Actions
A range of actions to express inward emotion

Warm up ↑

Sing '**If you're happy and you know it...**'. Include the usual actions



clap hands stamp feet nod head

Ask the children for their own ideas – how do they move when they're happy? Add their suggestions into the song.

You could develop this warm up by singing at different speeds (fast / slow) or different volumes (loud / quiet)

At the end discuss how it made them feel

Emotionally – do they feel happy? Energised? Ready to dance?

Physically – listen to their heartbeat and breath – they should be a bit faster than usual. Feel the skin – does it seem warmer? A bit clammy?

Faces

Sitting in a circle, ask the children to cover their faces with their hands. Tell them an emotion and ask them to move their hands to **reveal the expression on their face**. Repeat a number of times trying out a **range of emotions**. Ask them to cover their face again and this time reveal how they are feeling today.

Angry – Montagues and Capulets - Prokofiev

Happy – Walking on Sunshine - Katrina and the Waves

Sad – Comptine d'un Autre Ete - Amelie Film Soundtrack



Music: Response

Discuss each emotion and ask them how it feels. What makes them feel angry, happy, sad? Ask them to **become each emotion** and move in response to the relevant piece of music.

Props could help the children to embody the emotions. For example ribbons for happy dancing (to wiggle and jiggle with?), sponges for angry (to throw and stamp on?), feathers for sad (small, introverted movements).

Afterwards, discuss their experiences – which did they prefer and why?

In pairs, one child can choose one of the 3 emotions above to show their partner – can they guess what emotion has been chosen? Swap over a few times.

The Toy - Penguin Café Orchestra



Feeling: Response

Ask the children to think about **how they feel today** and then move in that way (eg. excited – quick darting movements; jealous – furtive glances)

Choreography

Ask the children to **show back their ideas** – what emotion are they demonstrating?

Select some of the ideas (perhaps 3 or 4) and **create an emotion dance**. **Rehearse** so the children can remember the order of actions and improve on the qualities of their movements. Give the dance a name!

Divide the class into smaller groups – one member of staff per group. Ask each group to **select one emotion** and then create 3 or 4 actions to demonstrate that emotion (as per the previous activity). **Decide how to perform the dance** – will the children be in a circle? Rows? Cluster? **Practice the dance a few times** to develop their movement memory and confidence.

Performance Opportunity

Share the emotion dances back – one group at a time. **Can the audience guess which emotion they've chosen?** How can they tell – what are the performers doing with their bodies and faces to demonstrate the emotion?



Cool Down ↓

Lie on the floor. Slowly **wiggle the back** along the floor to give it a massage. Stop and notice how warm and energised the back feels. Now **rock slightly** up and down using the heels to initiate the movement. Again stop and notice how the back feels.

Individual drawing could conclude the activity – ask the child to draw something they've done in the session – it could be a facial expression, an action or something completely different.

Notes and evaluation