

# Colour



## Movement Objectives



### Action

Happy – jumps, skips, claps

Sad – droop head, drag feet, hunch shoulders

Angry – stamp feet, punch fists, clench hands

### Dynamics

Happy – big, energetic, smiles

Sad – slow, heavy, saggy

Angry – strong, aggressive, tense

## Warm up

**Preparation: make some circle shapes out of sheets of card – use primary and secondary colours.**

Lay the coloured circles around the room. Ask the children to walk around the circles when the music is on. When the music stops, the children have to stand by their nearest circle and call out the colour. Repeat this several times.

Ask the children to travel in a range of different ways around the circles. This time, when the music stops, they stand by their nearest circle and make a funny face / show an emotion on their face (eg. scared, tired, surprised).

Stretch out in different directions holding on to the circle.

Ask the children to bring back the circles – call out primary colours first, then secondary colours.

Pencil Full of Lead - Paolo Nutini



# Colours

**Discuss colour** – what are primary and secondary colours? What is their favourite colour and why? Discuss the different colours that artists might use in their paintings / drawings / art work. Why might an artist use a particular colour?

## Yellow Happy Dance

Katrina and the Waves - Walking on Sunshine



**Discuss the colour yellow and why an artist might use it in their work. What objects might an artist colour yellow?** You could refer here to a famous yellow painting such as Vincent van Gogh's sunflowers.

Ask the children to cover their faces with their hands. When they hear 'go' they have to move their hands to reveal a happy face.

Show happy...call out different body parts eg. happy hands, happy feet and so on. What kind of actions do people do when they're happy? Eg jump, hop, skip, wiggle

Play the music and ask the children to dance a yellow happy dance.

## Blue Sad Dance

Everybody Hurts - REM



**Discuss the colour blue and why an artist might use it in their work. What objects might an artist colour blue?**

You could refer here to a red painting such as 'Explosion' by George Grosz.

- Show sad...call out different body parts
- What kind of actions do people do when they're sad? Eg hunch shoulders, drag feet, droop head
- Play the music and ask the children to improvise a sad dance.

# Red Angry Dance

Montagues and Capulets - Prokofiev



**Discuss the colour red and why an artist might use it in their work. What objects might an artist colour red?**

You could refer here to a red painting such as 'Explosion' by George Grosz.

- Show angry...call out different body parts
- What kind of actions do people do when they're angry? Eg stamp feet, clench hands, tense shoulders.
- Play the music and ask the children to improvise an angry dance.

## Choreography

**Get the children into pairs and ask them to choose one of the 3 colours from the session.** Improvise new actions with their partner that represent the emotion. Ask them to select their favourite 2 actions (one each) and practice them.

## Performance Opportunity

**Divide the class into two, but keeping the pairs together.** Ask one half to perform their colour dance. The other half of the class are the audience. Hand out the colour spots again to the children watching. At the end of the dance, ask the children to discuss which pair they were watching and hold up the colour they thought the children had chosen for their dance.



# Cool Down ↓

**Lay out the coloured spots again.** Ask the children to travel around them by marching, then walking then slow motion walking. Get them to stand by a spot and demonstrate the corresponding emotion on their face. Repeat slow motion moving and stopping by a spot a few more times. Call out the different colours again for the children to bring back the spots – call out primary then secondary colours to finish off.

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