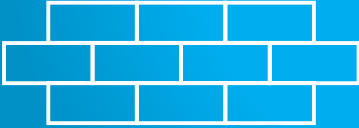


# Builders

## Movement Objectives

### Shape



**Rectangle**  
bricks

### Actions

Builder's gestures

### Relationships

Connecting shapes together

– brick wall

Action / reaction – tool dance

## Warm up

*Preparation:* cut out shapes of builders tools, such as hammers and nails, from card or flat foam sheets from a craft shop. Place the shapes around the room.

**Ask the children to walk around the room, moving around the shapes on the floor.** When the music stops, they must stand still by a shape. Start the music again and get the children to travel around the shapes in different ways such as marching, skipping and hopping. After a few stop / starts, instead of standing by the shapes, **the children can make a shape with their bodies like the one they have chosen to stand by.**

Swing The Mood - Jive Bunny



PEOPLE THAT HELP US

# Bricklayer's Dance

Karamako - World Percussion



**Discuss the activities that builders have to do and any special clothing they might need to wear** (such as a hard hat, boots and tool belt). Get 'dressed' in the items that the children have mentioned.

**Teach the children a number of actions that builders might do, for example...**

- Put bricks into the wheelbarrow and push
- Mix mortar together
- Pick up a brick and put mortar on
- Lay the brick
- Check it's straight with a spirit level

**Run through the sequence a few times so the children can remember the actions and the order.**

## Building A Wall

**Discuss the shape of bricks** and then ask the children to make one with their bodies. Work on the straight lines and corners of the shape as well as stillness. Point out good examples for the group to observe.

- Give the children a number from 1 – 4
- Group 1 all connect together in a line to start making a wall. Make sure they are still in their brick shapes
- Group 2 then add their brick shapes into the wall, finding spaces to squeeze in, or building on top of group 1 (make sure the children are sensible with where to climb onto each other!).
- Group 3 repeat
- Group 4 repeat

**Focus on creating a long, straight solid wall, rather than building upwards.**

Look out for realistic brick shapes and successful ways of connecting bricks together. If you have a large group you may want to have more walls.



## Tools

In a space on their own, **Discuss the tools that builders use and what they are used for.** Ask the children to create movements for the following actions...

- Hammering
- Sawing
- Screwing
- A nail being hammered into a wall
- A plank of wood being sawn into two
- A screw being screwed into a hole

**In pairs, ask them to work out how the actions connect together.** For example, one person (gently!) hammers the other person (who is the nail) into the wall.

## Choreography

In the same pairs, **ask the children to come up with their own building actions, where one person uses a tool onto the other person** (eg pliers, sandpaper, paint brush, sledgehammer). Encourage them to use their whole body, rather than just their hands and arms.

## Performance Opportunity

**Show the ideas back to the group, either one pair at a time or several pairs together** (depending on the size of the class). Ask the audience to guess what tools the builders are using. Discuss which pairs have been particularly successful at depicting the tools and its action.



## Cool Down ↓

**Recreate the wall from earlier in the session.** Ask the children for different suggestions on how to demolish it – try out energetic ones first. Then ask them to take the wall down in reverse – group 4 out first, followed by group 3 and so on. Can they do this in slow motion? **Ask the children to finish on the floor on their own in a brick shape.**

## Further Development

**Create a builders dance out of all the class ideas.** For example start with the tool dance, which could be performed by a few pairs at a time. For the middle section they could perform the bricklayers dance to build the wall. Ask the children for ideas on how to end the dance – **perhaps use the ideas from the cool down?**

**In groups of 3 / 4 ask the children to build a new wall shape, this time focusing on building upwards.** Can they make interesting interlocking shapes as a group? How might they achieve height in their wall? **You may want crash mats for this activity!**

**The children could complete all the builder's activities from the session to build a house.** Discuss what would be an appropriate order, for example build the house using the bricklayers dance, then decorate the interior using ideas from the tool dance. **Some of the group could create the house shape, whilst others are inside decorating.**