

Farmers

Movement Objectives

Dynamics



Energetic, lively movements

Relationships

Working as a team

Actions

Gestures – farmer's actions

Warm up

Sit in a circle and sing Old MacDonald Had a Farm. For each different animal, ask the children for suggestions on how to move. Ensure a range of actions are introduced to get the children warm.

Lead some actions to warm the children up, such as



marching



hopping



spinning

Include actions that will be used in the jig, such as skipping and galloping.

PEOPLE THAT HELP US

Farmer's Jig

Walter Bulwer's No. 1 and 2 - The Old Swan Band



Discuss the activities that Farmers do in their job, the clothes they might wear and any items they carry with them. Get 'dressed' in the items that the children have mentioned.

Learn the following folk dance moves as a whole group (they are loosely based on the Farmer's Jig)

- Stand in a circle and skip round in one direction. Change direction and skip back the other way.
- Give the children a number – when their number is called, they go into the middle of the circle, hold out their right hands so they meet in a star shape, and then walk around in a circle. Change to the left hand and walk in the other direction. Call out another number for a different group to enter the middle. The children who are not in the middle can clap in time to the music.
- Back in the circle, gallop around towards the right, then change to gallop to the left
- Give the children a letter (A or B). All the Bs link hands together to create many arches along the circle. A's carefully skip underneath the arches. Swap over.

Rehearse a few times so the children can remember the order and which number and letter they are.

Emphasise the importance of working as a team – the children need to move in the correct directions, walk sensibly in the star shapes and hold the arches as still as they can so the other group can skip safely through them.

Choreography

Ask the children for ideas on actions that farmers do in their job (eg. ploughing, planting, digging, feeding animals, sheering sheep...)

- Choose 4 of the children's suggestions
- Ask the class for ideas on how to perform each action – practice them so that the children can execute the moves correctly.
- Put the 4 moves in an order and rehearse them
- Discuss how these actions might help the children or are relevant to their lives

Performance Opportunity

Connect the farmer's jig dance and the farmer's actions together.

- Start with the first action from the farmer's jig – stand in a circle and skip round one way, then the other, and then perform the first farmer action (eg ploughing).
- Call out numbers for the children to enter the circle to create their star shapes, then perform the second farmer action
- Gallop around in one direction, then the other. Perform the third farmer action
- As skip through the arches, then Bs repeat. Perform the last farmer action.

Ask the children for a name for the dance – get them to think about the farmer's actions and how they might help us.

Divide the class into two – make sure that there is an even balance of As and Bs in both groups. Perform the Farmer's jig dance as two groups.

Appreciation

After each performance, ask the children to identify

- who was really working well as a team to ensure the dance was performed successfully
- who was performing with lively and energetic actions throughout the whole dance



Cool Down ↓

Teach the following actions

- **Ploughing** – splay fingers and pull them along the ground
- **Planting** – press seeds into ground
- **Nourishing** – water the seeds (tap fingers lightly on the ground) and sunshine (hold downward dog position – hands and feet on floor and pelvis in the air)

In pairs – one person is the farmer, the other the soil. The farmer performs their ploughing, planting and nourishing actions on the back of their partner. Swap over. Remove the farmer's clothes and sit in a space.

Further Development

Learn the whole version of The Farmer's Jig. For example see <http://vimeo.com/2790049>. Perform in groups of 8 (4 pairs).

Create a new farmer's dance in small groups – one member of staff per group. Can they think of new actions to use in their farmer's dance? Perform back to the other groups – can the audience guess which farming activities have been demonstrated?

Discuss the types of machinery that farmers use for their jobs – ploughs, combine harvesters, tractors. Can the children travel like these machines? What are the functions of each one? (eg ploughing requires tearing up the soil in preparation for sowing). **How might this influence how the children portray each machine?**