

Police

Movement Objectives

Dynamics



Cops

confident
proud
suspicious



Robbers

sneaking
creeping
sly

Relationships

Group – unison / canon

Actions

Hand gestures – police actions

Warm up

Walk around the room. The children have to freeze when they hear the word 'stop' and then move again when they hear **'go'**.

Get them to travel around the room as traffic (eg. **cars, cycles, motorbikes, lorries, buses**). Again, call out 'stop' and 'go' to control their movements.

After a few repetitions, instead of calling out 'stop', the children have to **freeze when they hear and see the police car** (this could be saying 'nee-nar' and travel fast, or having a flashing light – hand? – as a siren). The class has to **stand still and let the police car travel through. Repeat several times**, perhaps letting some of the children be police cars.

Free Up - Chris 'Tambu' Herbert



PEOPLE THAT HELP US

'Ello, Ello, Ello'

Discuss the activities that the Police are involved in, the uniforms they have to wear and any items they carry with them (whistle, notepad, truncheon).

Get 'dressed' in the items that the children have mentioned. Discuss how the police might help us with their jobs.

Practice the following police actions or create your own...

- Blowing the whistle
- Bending at the knees and saying 'ello, ello, ello'
- Swinging the truncheon in front of body and then catching it in the other hand
- Jotting notes on the pad
- Taking on the walkie talkie (eg, 'come in alpha 1')
- 'stop' – hold out hand

Ask the children to practice the actions so they can remember them.

- Perform the police dance in unison (all at the same time in the same order)
- Perform the police dance in canon (like a Mexican wave – start at different times). For example, divide the class into 3 groups. Group 1 starts with blowing the whistle and then bending the knees. When group 1 starting swinging their truncheon, group 2 can start blowing their whistle. And so on.

Get some of the children to watch the two different versions which did they prefer best and why?

The Villains Theme - Al Weber



Cops and Robbers

On their own, ask the children to practice being cops – walking on the beat and using some of the actions from 'ello, ello, ello'. Move around the room in a **very confident and proud** way. As they're travelling around the room, get them to **look out for any suspicious activity** – staring out the corners of eyes.

On their own, ask the children to **practice being robbers – sneaking and creeping silently** around the room – **they don't want to get caught!** They might need to freeze and hide behind an imaginary object so they won't be discovered.

Afterwards **discuss who preferred to be a cop or a robber** and ask them why. Get some of the children who have mastered the dynamics of the characters to perform to the group.

In pairs, the children need to decide who is the cop and the robber.

- Ask them to stand away from their partner (but remembering who they are!).
- Get them to move around the room as their chosen characters – the cops need to search for the robbers, who don't want to be found.
- When the word 'chase' is called out, the cops must find their robber and (gently) put them in handcuffs. Robbers look sad, cops look happy
- Do the chase in SLOW MOTION as this will look much better aesthetically and the children will also find it easier to stay in character.
- Swap over

Choreography

With the same partner, create a short duet based on the ideas above.

Include...

- The cop searching for the robber
- The robber sneaking away and hiding behind something imaginary
- A slow motion chase
- An ending – this could be the same one as before, or the children could create their own?

Performance Opportunity

Ask the children to perform their cops and robbers duets to the group – either on their own or in groups. Remind them to stay in character and tell the story through their actions.

Appreciation

Get the audience to feedback

- Who was a confident, proud cop?
- Who was a sneaky and sly robber?
- Which pairs worked well together to create the story?

Maid With the Flaxen Hair - Richard Stoltzman



Cool Down ↓

Repeat the actions from 'ello, ello, ello' but do them in SLOW MOTION. Run through the movements several times. Ask them to hold their truncheons high in the air with both hands, touch their toes with it and then lie on the floor. Remove the police clothing and sit in a space.

Further Development

Create a Police dance

- **Use 'hello, hello, hello' as the beginning section (in unison, canon, or both)**
- **Use the cops and robbers duets as the middle section**
- **Use the traffic and police cars warm up as the ending (or ask the children for their own ideas for an ending)**

Create obstacles for a chase scene that the police and/or their cars have to navigate through, under and over.

In pairs – one is the police, the other is traffic. Ask the police to use different hand signals to direct the traffic (such as beckoning forwards and halting them with the palm turned out).