

# Dangerous: Sharks

## Movement Objectives



### Time

Slow then suddenly fast

### Relationships

Away and towards  
Careful contact work

### Actions

Snapping and attacking  
Swimming

## Warm up ↑

**Ask the children to walk around the room**, avoiding anyone else and following their own pathway. **Call out 'stop' and 'go'** for the children to respond to. Once the children can complete these two commands, **add in 'faster' and 'slower'**, trying to get them to show contrast between the two speeds. **Also call out 'towards' (children to move closer to each other, but still with no contact) and 'away' (moving away from others, although not to the sides of the room)**. If the children can follow these instructions, they could try out travelling around the room in different ways, rather than just walking, such as marching, skipping, hopping, shuffling, floating.

Reet Petit - Jackie Wilson



# Fishy Features

Surface to Air - The Chemical Brothers



**Discuss the key features of a shark** and why the animal is dangerous. Try out the ideas in movement...

- Move around the room with one fin sticking up
- Move slowly with a blank expression, staring and looking for prey
- Move suddenly fast with big teeth, sometimes opening up on the surface of the water

**Ask the children to combine all of these features together.** Point out good examples from individual children who have encapsulated the qualities.

## Bait

**Sharks eat a variety of sea creatures** (and only very rarely humans!). Explore the movement qualities of other sea creatures, for example...

- **Crabs** – move sideways, with knees bent, and create claw shapes with the hands
- **Plankton** – small plant and animal shapes drifting in the ocean
- **Fish** – use the arms as fins to swim around the room, either standing or lying on the floor

**Split the class into two.** Ask one half of the group to demonstrate the 3 sea creatures above, making sure they use clear movements to differentiate the different features of each animal. The other half of the group can watch the class and guess which sea creatures they can see in the ocean. Swap over.

## Attack!

Jaws - John Williams



**Discuss with the children how, as sharks they might attack the prey in a safe way.** Could they tap them on the shoulder? The prey could have a ribbon tucked into their clothing which the sharks have to steal, or maybe they have to tag them on a sticker that the prey has put somewhere on their body.

Ask the children to get into pairs – one of them is the shark, one of them is the prey. The 'prey' can choose which of the sea creatures to be around the room (crabs, plankton, fish). Ask the 'shark' to start away from their partner, move slowly and watch patiently. Then choose the right moment to suddenly and stealthily attack the prey. Emphasise the importance of the children not just running about the room. If the children are really struggling with this, then create a square in the middle of the floor with masking tape. All the prey must swim in the square and remain inside until they have been caught.

# Choreography

Manga - Timo Maas



**In pairs. Ask them to re-cap on what activities have been covered in the dangerous animals session so far.** Create a duet based on sharks swimming around the room, bait and attacks. They could both be sharks, or have a variety of different roles in their choreography. Get them to select 3-4 different ideas and rehearse them. They will need to have a start and end position, both of which need to be still and relate to the theme. Also get the children to work on their shark facial expressions – blank and staring.

# Performance Opportunity

**The children can perform their duets** – choose 3-4 pairs at a time. To create the sea, some children could ripple large squares or rectangles of material low to the floor and in front of the dancers. Make sure all children have had opportunity to perform.

# Appreciation

**Ask the children to comment on the duets they really enjoyed and why** – who moved just like a shark and had a really blank stare? Which children created an effective (and safe) shark attack? What did they think about the use of the material to create the sea?

# Other dangerous animals

**Discuss what other animals are dangerous**, either to humans, or to other animal species. Try out some of the characteristics of these animals, for example...

- **Crocodiles** – look at Crockywock The Crocodile by Roald Dahl – use key words in the poem to try out different ways that the Crocodile moves (galumphing, shining teeth, greedy smile, crunch, smears).
- **Scorpions** – explore how different parts of the body can become the sting. Can the children create the amour-plating that covers the scorpion? Can they use their arms as pincers to hold down their prey?
- **Polar Bears** – ask the children to imagine they have huge paws that pound on the surface of the ice. Try out swimming in the ice cold waters of the Arctic – they do doggy paddle! Imagine camouflaging against the white ice – can they stealthily pounce on their prey without being seen?

God Moving Over the Face of the Waters - Moby



## Cool Down ↓

**Call out different parts of the body** – the children have to ripple that part of the body like waves. Start out with large crashing waves and then gradually make them smaller until the actions are small ripples. Ask them to lie on the floor and imagine they are floating on the surface of the sea.