

Cars

Movement Objectives



Actions

Hand gestures representing driving a car

Space

Variety of pathways along the floor

Relationships

Over and under

Warm up ↑

Preparation: place cones in spaces around the room

In a space on their own, ask the children to imagine there's a big toy box in front of them. Get them to image what could be inside – ask the children for responses. Open the toy box to discover...a car!

Ask the children to get into their 'cars', put their seat belts on and start the ignition. Start walking around the cones, walking into spaces and avoiding other cars on the road. Call out the colours of the traffic lights to get the children to stop and go.

Once these instructions have been established, the children can start to move a bit faster around the cones and more activities can be introduced to their journeys such as...

- Roundabouts – travel in a circle around a cone
- Bridges – on the floor on tummies
- Windy roads – lots of bends and corners to turn around
- Pot holes – jumping up and down

Ask the children to reach high upwards with both hands to pull down the sun visor. Reach far across to the right side to unwind the window, then repeat on the left side. Stretch each leg downwards to press on the pedals.



Maps

Driving in my Car - Madness



Equipment required: lots of felt tip pens and paper

Give each child a piece of paper and a pen. Ask the children to draw a large straight line across the paper. Then get them to draw a circle – at either end of the line or somewhere on the line. Finally draw a wavy wiggly line that connects onto the line or the circle.

Swap their drawing with someone else. This is now their map: the paper represents the floor and the drawing represents the car's pathway. Can they follow the pathway on the map to create their journey? Once they have practiced their journey several times, ask them to repeat it without the map. Can they add in driving actions along the route? Could some of their journey happen whilst the car travels in reverse?

Find the person they swapped maps with and share their car journeys back to each other.

Duets

I Question Mark - Wade Robson



Teach the children a car duet such as...

- Start away from their partner
- Drive carefully towards partner choosing a least one pathway (using the ideas from the previous activities)
- Lie down next to each other then roll away from each other
- One child continues to lie down, the other child drives their car and jumps / leaps over their partner (as if going over a bump or a sleeping policeman)
- The person who has jumped over then helps to pull their partner up off the floor
- Swap over and repeat the jump and pulling up
- Face the partner, hold their hands and then spin very fast as if going round a roundabout
- One child creates a tunnel shape low to the ground – their partner drives carefully under it
- Swap over so both children have a turn at the tunnel
- Drive towards partner and pretend to crash into each other
- Fall over and finish on the floor

Teach the children the whole dance from start to finish and ask them to rehearse it – can they remember the whole dance with their partner without prompts? Ask them to focus on developing the pathways they are moving in (along the floor) as well as the team work involved in the dance.

Choreography

To develop the children's choreographic skills ask the children to one of the following options:

- Ask the children to keep the same actions from the duet but change the order of them
- Ask the children to create their own car duets (using the ideas above as a starting point for their own choreography). Encourage them to focus on activities such as stopping at traffic lights, going over bridges and travelling along windy roads.
- Do a combination of both: ask the children to use some of the taught movements from the original duet, plus some of their own

Encourage the children to focus their duets on travelling to and away from their partner using different pathways (as explored earlier on in the session).

Performance & appreciation

Line the children up into two rows – both rows facing each other but with a gap in the middle – as if they are sitting on either side of a road. Invite two or three duets onto the road at a time to perform their car duets. Continue until all children have performed.

Ask the children afterwards – who were they watching? Which pairs made good use of travelling under and over? Who performed with interesting pathways?



Cool Down ↓

Get the children to take a final journey around the room in their 'cars' taking whatever route they wish.

Ask them to then turn off the ignition, remove their seat belts and step out of their car. Open the toy box and place the car back inside.

DANCE

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