

Neil Armstrong

Movement Objectives



Action

Leaping - Street Dance actions: head grooves, stepping patterns, points

Dynamics

Strong qualities
Brave facial expressions

Time

Counts of 8
Slow motion

Warm up ↑

Lead an explorer's warm up. Start with getting dressed in astronauts clothing and equipment to get into character and mobilise the body ready for action.

Develop some astronaut skills...

- Calmness. Try out some T'ai Chi – stand with feet slightly apart and knees soft. Breathe in and lift the palms gently upwards, then breathe out and push the hands downwards.
- Strength. Lay on the floor on their tummies and their hands either side of their shoulders. Can they push up into a plank position (with their bodies in straight line)? If they can stay in a plank position – how long can they hold it for?
- Intelligence. Walk into a space and freeze in a thinking pose. Repeat several times, allowing the children to choose poses that use different levels – sometime high / low / medium.

Finish with a stretch: Rockets. Stand with the legs apart and reach the arms above the head with the palms together, stretching through the sides of the body and the spine. Take a deep breath in and out. You are going to be brave astronauts today – feel the fear and do it anyway!

Raider's March - Indiana Jones Soundtrack



First Man on the Moon

Around The World - Daft Punk



Create a simple dance phrase using some of the movements Neil Armstrong would have used when he first landed on the moon.

The example below uses a few actions inspired by street dance, such as head grooves, stepping patterns and points.

Each bullet point represents 8 beats of music

- **Starting position.** Stand in a brave pose with your legs apart, hands on hips and a strong expression on your face.
- **Open the rocket door.** Press a few 'buttons' and then swing open the 'door' with an arm opening out gesture.
- **Check it's safe to leave the rocket.** Place a hand on your forehead and groove the head to the right and left.

Groove: push your head forwards (like a chicken!) then glide it smoothly to the right side. Glide the head forwards and then take it this time to the left. Repeat so that the head is grooving from side to side in a semi-circle movement.

- **Walk down the steps.** Step forwards 4 times to the beat of the music, each time bending the legs a little lower down.
- **Point at the amazing things you can see.** Point to the right side with the right arm and then circle it up and over the head to the left side. Follow the finger with your head.
- **Walk down the steps.** Repeat the stepping pattern.
- **Point at the amazing things you can see.** Repeat the pointing, this time starting with the left arm on the left side.

Rehearse each action several times before adding all the moves together. Neil Armstrong and his team needed to be very brave – no-one had ever been on the moon and they didn't know what to expect. How will that alter the way they perform their movements? Practice the dance with strong dynamics and brave facial expressions.

Divide the class into two groups. Ask each group to perform the 'First Man on the Moon' dance to the other half of the class. Discuss the performances afterwards – who was dancing with strong dynamics and looked like a brave astronaut

Choreography

Song of Life - Leftfield



Discuss the famous quote Neil said when he landed on the moon 'That's one small step for [a] man, one giant leap for mankind'.

What does a leap look like? Practice leaping around the room – transferring the weight from one foot onto the other. Encourage the children to take off and land with bent knees to keep the movement safe.

Would the astronauts be able to leap like this on the surface of the moon? Due to low gravity, movements on the moon are slow and sustained. Can they leap in a slow sustained way? Can they leap in different directions? Try going backwards and sideways as well as forwards.

With a partner, take it in turns to lead some leaps for their partner to copy. Create a simple duet that includes...

- Leaping in different directions
- Leaping around each other
- Leaping over each other

Remember the speed – the movements need to be slow and sustained.

Create an ending position – put the flag into the surface of the moon and hold a proud, still ending position.

Share back the leaping duets. Sit the class in a circle and invite a few pairs in at a time to perform their choreography. Ask the audience to use their hands to create 'telescopes' to watch through.

Performance Opportunity

Create a short dance incorporating ideas from the session. For example...

Beginning. Create a very short movement sequence: rockets blasting off, travelling into space and landing on the moon

Middle. Perform the 'First Man on the Moon' phrase as a whole class

Ending. Sit in a circle. A few pairs at a time perform their 'giant leap' choreography

Appreciation

Capture the dance on video and play it back to the children afterwards.

Discuss their thoughts on watching it back. Did they manage to re-create Neil Armstrong's moon landing in a interesting / realistic way? What were their favourite parts of the performance? What did they like about this explorer's adventures?

Kelly Watch the Stars - Air



Cool Down ↓

Ask the children to climb into their rockets and blast off back to earth.

Land slowly and safely and leave the rocket. Remove the astronaut clothing from the warm up.

Repeat the stretch from the warm up: Rockets. Congratulate the children for being brave and feeling the fear and doing it anyway – maybe they will be able to use these feelings in their own mini life adventures!

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