



✉ Peathome1@gmail.com

🐦 @PEatHome1

EXPLORE

Dancers often use different parts of their body to tell a story. They connect the speed and beat of the music to the shape they make.

A twisted, tight, curled up shape might be used to show someone is sad.

A big, open star shape might be used to show someone is very happy.

Try out these shapes. Can you think of a piece of music which would CONNECT to the shape?

What can you get different parts of your body to do? Can you move quickly, slowly or even... quickly – slowly – quickly – slowly?

Can you make your body big, small, medium size? Can you make shapes using your whole body or just one part of it at a time?

Can you make your body EXPLODE, BOUNCE, SLITHER, GLIDE? How does each of these movements make you feel?

SEND ADAPTATIONS

Select shapes you feel most comfortable with. Try slow, small movements first and move more quickly as you become confident.

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PRACTICE

Now that you have got used to making shapes with different parts of your body and moving at different speeds, can you practise making them in time to your favourite piece of music?

Using the words you looked at in the 'explore' section, can you practise exploding with your whole body and then just with your legs or arms?

Can you do the same with the movements bounce, slither and glide? Is it easier to use your whole body or just parts of it?

SEND ADAPTATIONS

- Focus on one or two movements and explore how they link.

KEY THEME: CONNECTION

Expressive Arts and Design - Exploring and Using Media

Connection is a special word for something that joins or links things together.

The roof on our house is connected to the bricks to keep us safe and warm.

Words are connected together to make sentences.

We are connected to our family by love. By talking, playing, eating meals together, dancing, singing and listening to our parents we can stay connected.

Can you make up and sing a song about being connected to your family? You could sing about all the things you love about your family. You might even want to make some musical instruments to bang or shake whilst you sing your song!



DEVELOP

You are going to develop your shapes and movements into a dance performance to show your family.

Pick a fast, happy piece of music which will make your family smile when you perform your dance to it.

Now that you have practised lots of fantastic dance shapes and movements can you pick your favourite 3 and connect them together? Try them with the music.

You might start as a big star shape and explode as the music begins! Then you might bounce on one leg and finish by gliding with your arms and legs. It is completely up to you.

If your dance is developing well you can add more shapes and movements to your performance or repeat the same movements again.

Once you have planned your dance, show it to a family member and ask if they think there is anything you can do to make it even better.

When you are ready to perform you might want to show your dance performance 'live' or record it to show your family.

SEND ADAPTATIONS

- Work with a family member to pick your moves and connect them

Did you know?

A conga line is a novelty dance where dancers make a long line, carefully holding on to the hips of the person in front. When the music starts everyone moves around the room following the person in front and dancing in time to the music.

The world record for the longest conga dance line was set by 119,986 people in Miami, America in 1988.

Can you do a conga with your family using your favourite music?

EYFS – DANCE



✉ Peathome1@gmail.com

🐦 @PEatHome1

EXPLORE

Ask someone at home to help you to listen to some different pieces of music. Find pieces of music that make you feel happy, excited, thoughtful or calm.

As you listen to the different music, move about in a way that shows that feeling – for example you might jump and bounce about if you feel excited or you might move slowly and gently if you feel calm.

- Explore all sorts of different movements
- Can you use different parts of your body?
 - Can you move low to the ground, and then up high?

Which 'feelings' movements do you like best?
Can you say why you like them?

SEND ADAPTATIONS

- Pupils with limited movement can sit and move individual body parts.
- Talk about ideas for movements that show feelings with someone at home.



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PRACTICE

Dance movements often connect with music to help us to express emotions as we dance. Choose the piece of music and emotions that you like best from the 'explore' section.

Play it again and practise the movements that you have explored.

Choose 5 of the movements that you like best and practise them until you can perform them confidently and remember them. Do they show the emotion that you are trying to show?

Choose which order to put the movements in. You can keep changing this until you are happy with it.

SEND ADAPTATIONS

- Focus on 2 or 3 movements.
- Draw your movements or ask someone in your home to record each movement to help you remember them.

KEY THEME: CONNECTION

English Task

Having connections with our friends is really important to us. We are missing our friends at the moment as we can't see them as often.

Think about one of your special friends.
Draw a picture of you with your friend.

Make a list of the things that you like to do together, and why they are special.

Make sentences from your list of things that you like to do together.
Write these underneath your picture.

DEVELOP

You are going to develop your dance by changing how you move and the space you move in.

Perform your dance again and look at how you perform each move.

- If you move in a happy, bouncy way can you make it even happier or bouncier?
- If you move in a calm, gentle way can you make it even calmer?

Perform your dance again, and look at the space you use when you perform each movement.

- Can you perform your moves at different levels? Perform some moves low to the floor and some where you are reaching up high.

Performing your dance for other people is a way of connecting to the audience.

Perform your dance to someone in your home.

Can they tell what emotion you are showing in your dance?
Ask them how your dance makes them feel.

SEND ADAPTATIONS

- Focus on changing just one element. Choose either 'how' or 'space'.

Did you know?

Sesame Street character Elmo, once teamed up with dancers from the Alvin Ailey American Dance Theater to perform dances about feelings. You can watch this here and see if your dances look similar.

<https://www.youtube.com/watch?v=oMDquZqH-EE>



KS1 – DANCE



Peathome1@gmail.com

@PEatHome1

EXPLORE

Dances are often connected to a stimulus. Choreographers create dances from stories, art or events in history that interest them. This is called a stimulus. Choose something that interests you. It could be something that you are learning about in school such as the Ancient Greeks, or a favourite story or picture.

Think about what shapes, movements or actions link with your stimulus.

- Explore the different movements, shapes and actions that fit with your stimulus.
- Can you use different parts of your body?
 - Can you move in the space at different levels?
 - Can you choose movements that clearly demonstrate your stimulus and theme?

SEND ADAPTATIONS

- Jot down your ideas before you start moving.
- Think of movement words to help you and try to perform these words with your body.



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PRACTICE

Select a few of your movements – maybe 6 or 7, and then start to connect these movements together. You can play with the order of these until you are happy with it. You have now created a **MOTIF**. A motif is a short piece of dance that explores a stimulus or a theme. There can be more than 1 motif in a dance.

Practise your motif until you can perform it confidently.

Movements and music connect together when you are creating a dance. It adds mood, or impact on the dancer and audience.

Find some music that you could perform your dance to.

SEND ADAPTATIONS

- Choose fewer movements to include in your motif.
- Draw out or make notes about your movements to help you to remember your motif.

KEY THEME: CONNECTION

English Task

Being connected to our family and friends is very important to us and can make us feel happier.

Think about a friend or family member that you have not seen as much during this difficult time.

Write a letter to them telling about all of things that you have been doing at home and at school – whether that is in school or in your online/home learning.

Could you post the letter or email it to them so that they feel connected to what you are doing? It may make them feel happier too!

DEVELOP

You are going to develop your motif now. Use the music that you have discovered connects well with your movements.

1. Choose 1 movement and change how you perform it. (Dynamics) Make it faster/slower or change the effort you use – make it softer, heavier or more powerful for example.
2. Choose 1 movement and repeat this somewhere new in your motif.

Practise this new motif and then try performing it in reverse order. Can you then add the reverse order motif onto the end of your new motif to develop it and make it longer.

Perform your dance for someone in your home. Discuss the stimulus (theme) that you used for your dance. Can they see the connection between the stimulus and your motif?

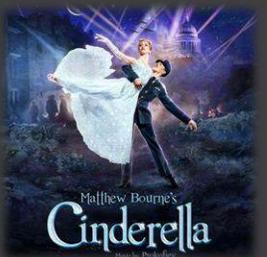


SEND ADAPTATIONS

- Talk about ideas for how to develop the dynamics of your movements with someone in your home. Can they make some suggestions to help?

Did you know?

British choreographer Matthew Bourne took the stimulus of the story of Cinderella and used the setting of the London Blitz in World War II to create his ballet. Watch a short clip of this here: <https://www.youtube.com/watch?v=3IUvJ-jkrBY>



KS2 – DANCE



Peathome1@gmail.com

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PRACTICE

Contemporary dancers use props to connect to the audience and to tell the story of their dance.

Can you select two arm movements, two leg movements and two full body movements and create a short sequence?

Can you add a prop to your dance which you can use during the performance? Look at the video clip below if you need some inspiration!

<https://www.bbc.co.uk/programmes/p083j0mw>

Select some music that fits with your dance theme.

SEND ADAPTATIONS

- Ask a family member to shout out the movements of your dance to help you remember.



DEVELOP

Dance can be a great way to develop connections with friends and express our emotions and feelings.

Record your dance and share it with your friends or perform it live online or for your family:

- Can they copy your dance?
- Can they use a different prop?

Ask your friends to come up with their own contemporary dance and share it with you to demonstrate how they are feeling at the moment. Think about how you might convey this feeling in a dance. If you need some ideas, have a look at the video in the link below:

<https://www.bbc.co.uk/programmes/p083j0mw>

Once your friends have completed their dance, get them to perform this to you.

- Can you identify different arm movements, leg movements and whole body movements?
 - Can you tell your friend what you liked about their dance?
- Could you suggest ways in which they could improve their dance?
- Can you guess what their feelings / emotions are through watching the dance?

SEND ADAPTATIONS

- You may wish to speak to a family member about your emotions / feelings before starting your dance.

EXPLORE

Contemporary dance utilizes elements from lots of dance genres including jazz, lyrical, hip hop and ballet.

Find a space to complete the practices below:

- How many different ways can you move your arms? Think about the different directions that you could move them in. Can you come up with 3 expressive movements with your arms?
- How many different ways can you move your legs? You may want to consider moving them at different speeds, in different directions or at the same time.
 - Can you create 2 whole body movements?
- Can you perform all these actions whilst moving around your space?

SEND ADAPTATIONS

- Wheelchair users can focus on specific areas of the body to move.
- Ask a family member to help you come up with some ideas.



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KEY THEME: CONNECTION

English Task

Having positive connections with other people can have a beneficial effect on our emotions.

Think about a time when you felt one of these emotions and write a paragraph of the situation you were in at the time:

HAPPY ISOLATED EXCITED HOPEFUL OPTIMISTIC SCARED

For the next week, keep a log of your emotions and your feelings.

- Do you feel positive?
- Are there things that are making you feel upset?

At the end of the week, connect with someone you can trust and tell them how your week has been and how you have felt.

Take the time to ask them how their week has been and how they are feeling.

Did you know?

Contemporary dancer, Ainsley Ricketts took part in Britain's Greatest Dancer and has since performed in five shows in the West End, including Charlie and the Chocolate Factory and Motown. One of his stand out achievements is dancing with Janet Jackson at the EMA's.



KS3 – DANCE



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EXPLORE

Ballet focuses on controlled movements.

Try these basic ballet moves and watch the demonstration videos to see which ones you can perform:

Assemblé - jump off the floor on one leg, and land on two. Your legs should return in front of you.
<https://www.youtube.com/watch?v=JhsBYbYzYAK>

Grande Jeté - a big jump from one foot to the other where one leg is straight in front of you and the other is straight behind you.
<https://www.youtube.com/watch?v=MKWBPkIxK5M>

Plié - place your feet so they are facing outwards with your heels touching. Bend the knees so they are over the centre of your feet.
<https://www.youtube.com/watch?v=DrBhcopjDZQ>

Pirouette - place one foot on the floor. Using your arms, rotate on the foot to perform a full turn.
https://www.youtube.com/watch?v=LLTM_KP0Dsg

SEND ADAPTATIONS

- Keep your jumps low to begin with.
- Use something to hold onto to maintain your balance.

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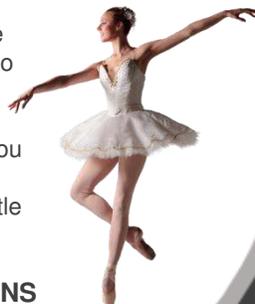


PRACTICE

The connection between music and performance is essential when choreographing a ballet dance.

Using the basic movements you have practised, can you link them together to form a short routine for 1 minute?

Can you find a piece of music that you can perform your dance to? Is it emotional, dynamic, expressive, gentle or flowing?



SEND ADAPTATIONS

- Reduce the length of your dance.
- Ask a family member to call out each movement to help you remember the dance.

KEY THEME: CONNECTION

English Task

Forming connections with others is vital to our wellbeing. According to research, the closeness of friendships and connections that young people have in early life can have positive effects for the next 30 years.

This week, try and make connections with 7 other people from different parts of your life – this could be parents grandparents, teachers or friends. You could do this in a variety of ways; writing a letter, using social media, email or simply a phone call.

Take time to listen to what your connections have been doing and their experiences.

Can you arrange more frequent contact over this period of time?

Remember to stay within government guidelines when completing this task!

DEVELOP

Ballet dancers tell a story when performing. This helps them connect with their audience. Films such as Yeh Ballet, Street Dance and Step Up use ballet performance as a way of telling a story through performance.



Can you create a 2 minute performance using some of the movements you have practised to tell a story? This could be a story about something that has happened to you, something you have seen or experienced.

A motif is a short sequence of movements which is repeated throughout a performance. Can you create one for your dance?

Select some music to accompany your dance – how will the music you choose help you connect with the audience and tell your story?

Now think about connecting with someone else and performing your dance for them. This could be live or recorded – get their feedback on what you have produced.

SEND ADAPTATIONS

- Movements can be adapted to suit your ability.
- Reduce the length of the performance or get an adult to perform with you.

Did you know?

In the years after the release of the film Billy Elliot; a film depicting the life of a young boy who wants to be a ballet dancer, there have been more boys enrolled at the Royal Ballet School than girls.



KS4 – DANCE