

CREATIVE IDEAS FOR DEVELOPING DANCE La Cumparsita means 'the little parade'

EYFS: LEAD AND FOLLOW



Ask the children to get into pairs. Give one person from each pair a sticker. Explain that the person wearing the sticker is going to lead the movement and the other is going to copy. Model ways of moving with one of the children: side to side, up and down, forward and back.

Ask the children to face each other: leaders make their movements and partners follow. Swap roles. Can you follow hands, feet and whole body?

Explore making the space between dancers bigger and smaller. Make the movements slower and faster.

Explore other ways of following e.g. shadowing. Ask one person to lead and the other to follow behind.

KS1: THE EMPEROR'S NEW CLOTHES



Read the story and discuss. Talk about the rituals of getting dressed in the morning.

Experiment with putting on various items of clothing:

Pull: point toes to put them in the socks

Lift: trousers to put them on- jump, jump

Stretch: arms to put on a shirt/ jumper

Wobble: balance to put on a shoe

Pat: to put on your hat.

Turn: to fasten your coat

Choose two or three actions to make your phrase of dance. Once dressed, pose for a photograph. Model some examples.

Procession

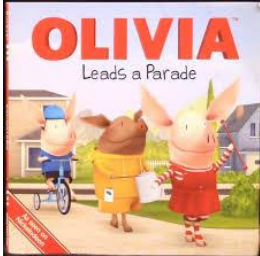
Choose a leader, this could be the teacher. Follow-the-leader! Wave at the crowd, go under the arches, laugh and point at the emperor. You could go into a simple circle dance: walk round for 8, walk in the other direction for 8, walk into the middle and back out then swing your partner right and left.

CREATIVE LINKS TO THE EYFS HOLISTIC CURRICULUM

PE

Practice marching steps in the outdoor area. Keep together and maintain a steady pulse (strong beat).

LITERACY



Read '*Olivia leads a parade*' - an American story by Kama Einhorn illustrated by Shane L. Johnson. Enjoy reading about the pigs' attempts to organise a parade: the tale is available as a film on YouTube.

EXPRESSIVE ART AND DESIGN



Design and make hats appropriate to the season: plan and lead a parade around the school, the playground or local area. Encourage children to take digital or iPad photographs for a display.

CREATIVE LINKS TO THE KS1 CURRICULUM

MUSIC

Sing '*The king is in the castle*' (Sing Up); it describes traditional castle inhabitants and their serving roles. Form a castle dwellers' parade, adding in each character, as they are introduced in the song.

LITERACY

Tell the story of '*The Emperor's New Clothes*', by Hans Christian Anderson - of how the Emperor is swindled into believing that he has a stunning new outfit, but in fact, no fabric has been used, so in the final grand procession, he walks naked! Danny Kaye's song '*The King's new clothes*' (YouTube) tells the tale musically with very witty lyrics.



PSHE

Talk with children about the Emperor's story, and how the swindlers managed to make people feel insecure by convincing them that only the most intelligent would be able to see the new clothes.