

CREATIVE IDEAS FOR DEVELOPING DANCE**EYFS: SHAPES**

Sit in a circle and introduce the elastic to the children. Hold the elastic to create a giant circle. Talk about what it looks like and feels like.

Explore moving as a whole group. Stand up and hold the elastic, stretch out as far as you can go and then move slowly together. Explore going in and out, under and over the elastic.

Experiment with making different shapes by using different body parts, hands, feet and backs. Ask the children to describe the shapes they see.

Place the elastic on the floor and make a wiggly pathway to move along.

Repeat the activities in smaller groups with shorter pieces of elastic.

KS1: KANDINSKY - CIRCLES WITHIN CIRCLES

Look at the painting and talk about what you can see.

Explore making circles with different body parts: head, shoulders, waist, hips, legs, ankles, wrists. Try making big and small circles.

Now let's make a whole circle as a group. Each person in the group makes a circle with any part of their body and the rest copy. Start with the teacher modelling. Will you make a big circle or a small circle?

Try this with a partner and in small groups of 4.

Now organise the dance. Practise walking around the room, meeting your partner and then the group and finally making a whole group circle.

Now walk in from the side, meet your partner and do your partner circles, then move to your group of 4 and do your group circles. Finally make your whole circle.

CREATIVE LINKS TO THE EYFS HOLISTIC CURRICULUM

MATHEMATICS

Encourage children to collect round objects such as plates, mats, cups, saucers etc. and create their own display 'round' display.

EXPRESSIVE ART AND DESIGN – ART

Look at Kandinsky's painting *'Abstract Circles'* but also consider contemporary artists who use circles in their work e.g. James Cohan or sculptor Richard Long, who use natural materials. Ask children to collect small natural objects, such as twigs, stones or grass to create circular 'sculptures'.



One of Richard Long's sculptures

CREATIVE LINKS TO THE KS1 CURRICULUM

MATHEMATICS

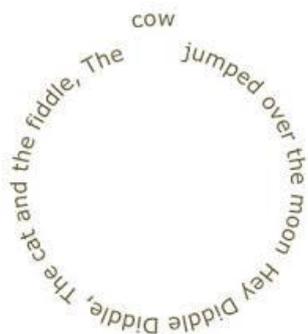
Challenge children to make an image of concentric circles. Discuss ways to achieve this: freehand? With real objects? Computer images?

MUSIC

Bartok's piece is slow and might be interpreted as 'sad' - ask children for their responses. Organise them into pairs with one tuned and one untuned instrument and ask them to improvise short pieces of slow, solemn music.

Plan a sequence whereby players perform, one pair after another, with no break, to create a 'soundscape'. Record, if possible, and collect children's comments: if time permits allow them extra time to amend and improve their pieces and then re-record.

LITERACY



Write circular shape poems in which children may express feelings evoked by Bartok's music.