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## SAVING THE PLANET : CREATIVE DANCE SUPPORT PACK Print version



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### 3. The Rainforest Rain



Use the rhythm of music or percussion to create a pattern to follow ... start soft and build up

- Lie on back or front and tap different parts of body on floor
- Kneel and clap and tap different parts of the body on floor or with hands
- Stand - stamp, run, clap, tap, snap different parts of body and move forwards, backwards, sideways and in circles

Suggested Learning Intention: To explore continuous movement and stillness at a range of levels

- Divide class into small groups (3/4 in each)
- Each group must choose a low, medium and a high starting position, A still shape to show different layers of the forest
- Give each group an action word to describe their movement e.g., Stamping
  - Clapping
  - Twitching
  - Spiky Jumps
- In groups move through low, medium and high movements and shapes using their given action word
- Groups can move at the same time, different times, in cannon etc. to create variety. Create short sequences of movement to link together



## 4. Animals of the Rainforest

Discuss different types of rainforest animals e.g. primates, bats, wild dogs, deer, jaguar, snakes, lizards, insect, birds, butterflies etc  
How do they move? What are their characteristics?

- Primates - swing, gallop on all fours, sit on heels, very mobile, relaxed and laid-back quality
- Lizards - Crawl like a soldier, quick freeze, alert & tense quality
- Frogs - jump from two feet, stretch out in flight, land in crouch, elastic quality
- Jaguar - pad softly, searching gaze, freeze, sink dash, pounce, relaxed/coiled spring
- Spiders - work in pairs, 8 legs, travel sideways, still, roll into a ball, Busy energetic quality, can make a flat shape like a web
- Birds - preen, swoop, flock, shakes, restless quality

**Suggested Learning Intention:**  
To explore quality of movement using the rainforest species - animals, birds, insects

- Using above ideas allow pupils to create short repeating sequences for each creature. Organise sequences into floor patterns
- Primates - circle
- Lizards - zigzag
- Frogs - random, like a lily pad
- Jaguar - circles and straight lines
- Spiders - straight lines, diagonals, corners
- Birds - straight lines, lengthways in space





## 5. The Rainforest Layers

### **Movement ideas: (Parachute required)**

Divide class into two groups  
One group makes connecting tunnel shapes with feet, arms etc.  
Other group crawl, slide and roll through shapes in and around like forest animals (see previous card)

The two groups swap tasks.....

**NB Change tempo of music to highlight change of level from forest floor to canopy**

First group hold a stretched parachute high to represent the emergent layer of the rainforest. Second group run, jump and swoop underneath the canopy and around the perimeter.

**Suggested Learning Intention: work with others to show interconnections shapes**

Man



Ribbons, scarves, material can be used as props to emphasise reaching to the sky. Keep the props lifted while making aerial patterns

Balls of different sizes and shapes can be rolled and passed over and under the shapes made by class keep shapes connected to represent the life in the canopy.

## 6. The Rainforest people



Practice travelling using soft steps, crawling, sliding, stealthy running and jumps etc. Explore hunting shapes - hold a still and balanced position e.g. fishing, bow & arrow, spears, blow pipes etc

Organise groups of 4,

- each person choose a different hunting shape
- All 4 group members practice each of these shapes as a group
- Each group choose 4 of the travelling steps already practiced
- Make a sequence by alternating the shapes with the steps (this can be done using dice with actions and travelling steps corresponding to dice numbers)

Groups can perform in unison or canon (each group starting a set number of counts after the previous one - like a round in a song)



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Suggested Learning Intention: use shape, stillness, rhythmic gesture and floor patterns

Divide the class into circles of 10 or more  
Practice stamps, heel-toe, claps, arm gestures  
Make a pattern as a group

- 4 crouched bounces (4 counts)
- 4 x jump and shout (4 counts)
- 8 thigh slaps (8 counts)
- 8 stamps (8 counts)
- Pivot & turn clockwise (8 counts)
- Pivot & turn anticlockwise (8 counts)
- Side gallop clockwise in a circle (8 counts)
- Side gallop clockwise in a circle (8 counts)
- Half of class (group A) - 8 stamps round the circle as other half stamp
- 4 into the centre and 4 back out
- Other half of class (group B) repeat
- Spin and sit cross legged
- Each dancer takes 4 counts to make a celebration shape in turn and freeze the shape
- All melt down to sleeping position as music fades.





## 7. Endangered Animals

The animals are interchangeable with any that the class are researching  
Use a variety of music to highlight the contrasting movement qualities of each animal

**Suggested Learning Intention:** To identify and observe a variety of animal movement and explore their contrasting effort qualities

Individual / Small Group  
Tasks

### Sumatran Tiger

Cat stretch - from a crouch.  
Slide along floor and arch.  
Pad - on hands and feet.  
Freeze - stillness.  
Stalk - low slow motion padding.  
Pounce - fast run and jump

### African Forest Elephant

Follow the leader. Big steps in time to the music.  $\frac{1}{2}$  Turn and follow other end of line.  
 $\frac{1}{2}$  Turn, swing arms, head, body sideways in time.  
Balance on one leg and lift arms, body, head up.  
Repeat, following 2 by 2 with  $\frac{1}{2}$  turn to be back to back with other line.

### Orangutang

Crouch - arms stretch to scratch back.  
Gallop - travelling sideways and forwards on hands and feet.  
Swings - arms, one and both swing into jump  
Rolls - sideways tucked  
*Follow the leader in pairs then groups of 4*

### King Cobra Snake

Spiral - into a curled shape  
Uncurl - one part at a time sequentially.  
Slide - curved pathways.  
Lift - take body off floor from head to kneeling pos.  
Pounce - dive to floor and spiral into curled shape.

### Macaw

Bird preening - head movement  
Tuck arch, sideways jerky movements  
Jump - jump from 2 feet to 2 feet, sideways as if on a branch.  
Looking at other birds - body still with head movements only.  
Fast run to swoop  
Glide to new space (tree)  
Fly - run and swerve and weave.



## 8. Endangered Animals Continued

The animals are interchangeable with any that the class are researching  
Use a variety of music to highlight the contrasting movement qualities of each animal

**Suggested Learning Intention:** To identify and observe a variety of animal movement and explore their contrasting effort qualities

### Group / Class Task

- Choose the animals that the class want to develop plus one special animal to be a focus.
- Practice the individual characteristics and movement qualities discussed.
- Create a short sequence of actions for each animal using music or percussion sound. (e.g. 2x16 beats, 4x8 beats).
- Also create a sequence for the special animal for everyone to learn ..... each pupil will learn two sequences (their chosen animal + special)
- Use the beat of the music or percussion to show a clear start and an end to the sequence.
- Each animal or pupil enters the space on a given music cue and repeats their sequence as many times as required to allow everyone to be moving with the music / percussion.
- Once all the pupils are in the space, on a given cue, ALL pupils do the special animal sequence collectively in unison.
- This sequence can be repeated as many times as required for impact.
- On cue, pupils can revert back to their own individual sequence.....this can be done on mass or in cannon or small groups etc.
- Gradually pupils will move out of the space signaling the loss of the animals and the reduction of numbers across the planet.
- Vary the task to suit the age and stage of the class, allow the class to be involved in the decision making.





## 9. Transport

Related tasks can be developed randomly or used to create a longer narrative, this can evolve as a teacher or/and pupil led exercise.

Suggested Learning Intention: To develop a variety of rhythms and partnerships linked to modes of transport.

### Pathways

- Groups 5/6 Round-about: running in time to music. Follow leader from corners of room to circle the centre of the hall. Run to next corner moving in clockwise direction until group returns to first corner
- Solo Traffic police. 4 hand signals. 4 counts for each signal.
- Class Make up a "wheel sequence". Use circling spinning, turning, rolling actions. 4 counts for each idea to make 32 counts
- Groups 5/6 Reverse to roundabout pos. And repeat roundabout section to 2 corners.  
Crash - run to a space and one after the other, Make a joined up shape and interweave with the rest of the group.

### Trains

- Movement all parallel, travelling forward and backward
- Solo Create a sequence using -
  1. Steps, walking - running forward and back
  2. Partners arm joined
  3. rocking, rolling wheeling
  4. Stillness
- In 2's copy each others sequence side by side
- In 4's, 6's or 8's as pairs one behind the next, copy couple at the front. Uncouple to go off with partner at any time and join up with others to lead or copy

### Aircraft

- Solo Cross the floor in lines
  - 1 Slow, smooth walks in plie (bent knees)
- In 6's Taxiing
  - 2 Double speed walks
  - 3 Running - low leaps
  - 4 Running as in number 3 and leap high to take off
  - 5 Leap to land and run to stop in space
- Form group shape of plane lifting one or two off the floor

### Bus

- Groups of 10 Group on a bus
- Small step-bounce (fast times) All together
- Add gestures (out of window)
- Turn (chat) Hold onto rail
- Change places on bus
- Random timing

### Bicycle

- Map out road in space (pathway)
- Cycle on both sides of road
- Ideas- Circular steps - change speed
- Stop - balances on one leg
- Hand signals
- Fall - on back, cycling legs

### Wheels

- Make up a sequence of circular actions.
- Different body parts, ideas taken from class e.g. arm circles forward, back, side, twist.
- Head and trunk circles
- Hips, leg and ankle circles
- Rolls, wheeling, turns, spins



## 10. Climate Change

**Suggested Learning Intention:** To develop variety in the effort quality of movement ..... High, low, light, strong, direct, indirect, bound, free, sudden, sustained

### Tsunami - Individual / Small Group Tasks

#### Wind

- Sway in shape (washing line) Sway shape off balance into jog
- Travel, fall, roll run, Run, swirl, turn, spin, jump
- Anchor one part of body and allow movement to flow through body,
- Encourage lots of changes of direction and level

#### Rain

- Run - hunch shape ....Hide in shape of shelter
- Jump over puddles ...Shake the rain off different parts of body
- Relaxed finishing position
- Encourage straight lines, stillness, leaps, stay in isolation

### Class or Group Tasks

#### Back at sea, (big waves)

Movement should be random, frequently changing level and direction - jumps with arms moving in all directions, arm circles, low to high, rolls, dives. Use the actions in lines, curves, shapes etc. E.g., run forward, jump, dive, roll and run backward as next line is running forward like ocean waves.

#### Boat in the Storm

Class in the shape of a fishing boat. Lower nets and pull them in.

Class all moves to right and then left then to the back, then to the front.

On change of direction,

- tip forward into balance on one leg, arm circle forward,
- then circle arms backward to tip back and run to different side.
- Repeat several times holding shape as you reach the sides of the boat.
- On a signal, dive into the sea.

# 11. Wild Weather Dice Dance



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Suggested Learning Intention: To develop cooperation and creativity developing a sequence of motifs.

On the Dice Numbers  
Practice the individual activities to enable  
The pupils to remember each motif /  
Sequence.

1 = zigzag pathway High to low.  
Use running jumps, hops, leaps

2 = wiggly pathway. Low. Use  
turns, spins, rolls, slides

3 = meet with nearest person and  
clap hands, high. Medium, low, two  
hands, one hand, facing, back to  
back, through legs etc.

4 = four spiky shapes, move one body  
part rhythmically  
melt shape, spiky runs with jumps  
into new space  
Freeze in next shape, repeat

5 = Whole group create 3 cloud  
shapes, e.g. long, wide, curved,  
linear with level changes.  
Stay joined up, move from 1-2-3 in  
slow motion

6 = Order the group, No 1 make  
shape of object in street. Others  
move round object slowly and  
tentatively, in order others replicate  
the shape.  
All finish in same shape.

## 12. Wild Weather Dice Dance Continued.



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**Suggested Learning Intention:** To develop cooperation and creativity developing a sequence of motifs.

Small Group activity

Give each one dice, or put numbers in a bag.

- Each number on the dice relates to one of the weather motifs opposite (or make up your own)
- The group should roll the dice a given number of times. Start with 2 or 3 and build from there.
- Task cards / posters or white boards will help pupils to remember the motifs.
- Link the motifs together to create a sequence
- Give your sequence a clear start and a finish
- Use music or percussion to set a mood, rhythm or tempo
- Differentiate by allowing double numbers ..... Or not.
  - by restricting the number choice.
  - by simplifying the weather motifs
  - by pupils making up their own motif on a 6
- Give pupils time to practice then show their dance sequence to the class or group



# 13. Inspiration



## Rainforest

Deep in the Rainforest.

Deep in the rainforest

What did I see?

What did I see?

I saw a parrot soaring up high

And monkey swinging from tree to tree.

Deep in the Rainforest.

Deep in the rainforest

What did I hear?

What did I hear?

I heard a tiger with a grumbling growl

And the whizzing sound of a hunter's spear.

Deep in the Rainforest.

Deep in the rainforest

What did I smell?

What did I smell?

I smelt the scent of a bright pink flower

And the hot damp smell of trees as well.

**Global Warming!**

This has been a problem  
People have feared in years  
However, no one understands  
that at the end of this,  
We will all be in tears.



In a way, the olden time  
Was much better than ours,  
Even without phones, computers  
The internet... or cars.



Today, people  
do not care about trees,  
Plants, animals, mountains  
or seas.  
Rivers are drying up;  
Plants are refusing to grow  
Moreover, we humans are  
treating Mother Nature like a foe.



Greenhouse gases are increasing.  
This is like a victory for the Sun  
However, even after knowing this,  
Nothing major has been done.



So now is the time  
to get out of our dreams.  
And defend our environment  
Together in teams.



To defend our planet,  
Global warming has to stop now.  
And just in a moment,  
Let me tell you how.



Therefore, the plan is as follows.  
We plant more trees,  
In addition, all our cars  
Should be replaced by  
electric taxis.



If we all work towards it  
We can save our planet Earth  
Else, we will have to see  
our dear planet  
Disintegrate into dirt!



By Adyant Gupta - 9 years old, STD 4,  
The Cathedral & John Cannon School

currentkids



"Right now, we are facing a man-made disaster of global scale. Our greatest threat in thousands of years. Climate change."

David Attenborough  
Broadcaster and naturalist



“ You have stolen my dreams and my childhood with your empty words, yet I'm one of the lucky ones. People are suffering, people are dying, entire ecosystems are collapsing.”

“ We are in the beginning of a mass extinction, and all you can talk about is the money and fairy tales of eternal economic growth. How dare you!”