

Stimuli

Still images of different types of forests, trees foliage and forest wildlife

Lonely Planet video clip – 'Singapore's wild side'

Word bank



Select a focus

Tropical forest

Choose movement words

Swaying, under and over, wrapped around, through, tangled, entwining, hanging, creepers, still, supporting.

TOP Dance: Man-made or natural... Environment

Topic, theme or idea
Forests

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Develop movement vocabulary and motifs

- ▶ Explore different ways of travelling through the forest, crawling under, over and through undergrowth, moving cautiously, encouraging observing and listening to the sights and sounds of the forest changing levels and direction.
- ▶ Link several ideas – to create a 'moving in the forest' motif.
- ▶ Work with a partner to show wrapped around or tangled partner shapes such as vines growing around trunks that complement each other.
- ▶ Experiment with body parts leading and getting into and out of the shape.
- ▶ Work with a different partner to create a contrasting shape demonstrating a tree growing through leafy foliage – explore ways of getting into and out of the shape.
- ▶ Teacher-led roleplay of encountering a dangerous creature in the forest – the class explores body shape and facial gestures to express fear and anxiety.

Create a movement phrase

- ▶ By repetitions of the travelling motif (A) to link complementing (B) and contrasting (C) shapes, e.g. ABACA. Practise transitions to ensure motifs link with fluency.

Developing the movement phase into a dance using STEP

- S** Vary pathways when performing repetitions of the travelling motif.
- T** Led by teacher, emphasise and exaggerate looking and listening with sudden turns of the head and pauses in travelling when hearing and unusual sound.
- E** Use soundbites of a tropical forest to stimulate mood of the unknown and unexpected.
- P** When performing partner work, change roles to share each other's movement ideas.

TOP Dance: Man-made or natural... Environment

Skills

Example

Thinking Me

Explore Self evaluate

Describe the ways in which you have improved your performance

Compose Plan

How did you use your time effectively when exploring and practising?

Perform Set personal goals

What aspects of your motif/movement phrase do you want to develop further and why?

Social Me

Explore Respect others

How do you acknowledge other people's ideas?

Compose Help others

If someone is getting frustrated with their performance how do you support them?

Perform Praise

Why is it important to praise each other?

Healthy Me

Explore Work safely

What aspects of safety do you consider when working with a partner or in a group?

Compose Understand the effects of exercise on breathing

What is happening to your breathing during different parts of the dance lesson? Explain your observations.

Perform Patience

How do you respond if someone is not able to perform your movement ideas accurately?

Physical Me

Explore Develop stamina

What is stamina? Explain the types of activities you can practise to improve your stamina.

Compose Repeat actions

How can you make your gestures and body shapes clear?

Perform Improve fluency

In what way have you used dance elements to develop a movement phrase that flows?

Resources

 <http://www.findsounds.com/ISAPI/search.dll?keywords=forest> – sound effects. Soil festival—Van Gellis. Dance Texture—Terry Cottam Yanomamo—Song of the Forest from WWF

 “The Children of the New Forest” Frederick Marryat
“Shadow Forest” Matt Haig

 Images of forest - search web for paintings of forests
In the Woods, 1855, Asher B. Durand
The Bodmer Oak, Fontainebleau Forest, 1865, Claude Monet
Palm Trees at Bordighera, 1884, Claude Monet
The Three Trees, Rembrandt

 [\\$FILE/nf-fei-teachersnotes-pdf.pdf](http://www.forestry.gov.uk/pdf/nf-fei-teachersnotes-pdf.pdf) - teacher notes about the forest

Learning connections

Regions of the world, climates and cultures

Issues relating to the destruction/survival of rainforests

Animal habitats

YST_MAT_TOPD_01
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