

## Magnets & Forces

### Lesson Plan for Key Stage 2

#### Objectives:

- Explore the theme of magnets and forces
- Practice different ways of moving using spatial patterns and dynamics
- Experiment with basic body shapes
- Develop and practice group dances
- Develop movement vocabulary

#### The 4 Strands of the National curriculum:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Knowledge and Understanding of Fitness and Health
- Evaluating and Improving Performance

#### Unit Contents:

Week 1:	Solo & Duet
Week 2:	Pushing & Pulling
Week 3:	Attraction
Week 4:	Quartet
Week 5:	Review and Rehearse
Week 6:	Perform and Review

#### Dance Notes CD Tracks Used (*click on links below to audition*)

[Volume 1 - Track 1, 'Desert Rain'](#)

[Volume 1 - Track 5, 'Pot Doodles'](#)

[Volume 1 - Track 4, 'Sand Dance'](#)

To order CDs: please [click here](#)

## Magnets & Forces

### Week 1: Solo & Duet

♪ [Volume 1 - Track 1](#); [Volume 1 - Track 5](#)

[\(order CDs\)](#)

#### Starter

Discuss: vocabulary relating to Magnets & Forces. E.g. energy, strength, repel, attract, smooth.

#### Warm up    ♪ *Volume 1; Track 1*

Follow my leader. Begin in circle and clap or stamp some rhythms.  
Circle through joints beginning with shoulders down to ankles.

All facing same way - link 4 large circles to create a warm up sequence; whole class can do together.

#### Main            ♪ *Volume 1; Track 5*

- A** Whole class improvise pushing and pulling movements. Extend by moving around the space, changing levels and direction.
- B** Each select 4 movements and refine.  
Clarify speed and intention. (Solo)
- C** Teach to a partner - combine solos to create a duet of 8 movements. (Call this Push/Pull Duet)
- D** Perform and teacher evaluate.
- E** Perform solo of 4 movements; then travel to partner and perform the Push/Pull Duet movements

#### Cool Down

Remember Circles from beginning of lesson and focus on the contrast of these movements to the ones used in lesson. Repeat but this time in slow motion stretching through each position.

#### Key Vocabulary:

*Space, level, direction, solo, duet*

## Magnets & Forces

### Week 2: Pushing & Pulling

♪ [Volume 1 - Track 1](#); [Volume 1 - Track 5](#)

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#### Starter

Review Solo & Push/Pull Duet from Lesson 1.

#### Warm up    ♪ *Volume 1; Track 1*

Circle through joints beginning with shoulders down to ankles.

Remember 4 Large circles already created and add 2 more, 1 that is on floor and 1 with a jump.

#### Main            ♪ *Volume 1; Track 5*

**A** Re-cap solo and Push/Pull duet from Lesson 1.

**B** With a different partner - Create a very close duet using pushing and pulling movements (with or without contact depending on group). Which different parts of the body can push or pull a part of another person's body.

**C** Whole class link the above 2 sections.

- Solo; travel to partner for Push/Pull duet; remain still until everyone is still.
- Then travel to new partner for Close duet.

#### Cool Down

Lie on floor and breath in whilst bringing elbows and knees close to body, breath out as you stretch limbs away from torso.

#### Key Vocabulary:

*Push, pull, travel, close*

## Magnets & Forces

### Week 3: Attraction

♪ [Volume 1 - Track 1](#); [Volume 1 - Track 5](#)

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#### Starter

Review material from Lesson 1 & 2. Rehearse sections from Lesson 1 & 2. Solo, Push/Pull Duet, Close Duet.

#### Warm up

♪ *Volume 1; Track 1*

Circle through joints beginning with shoulders down to ankles.  
Remember 6 Large circles already created and add 2 more.

#### Main

- A** Whole class improvise travelling around the space with 1 body part leading at one time. How can a foot pull you across the floor? Can you be clear which body part is leading your movement? Can you make it clear that one movement is lead by your elbow, then head, then knee, etc?
- B** Practise moving in lines from one side of space to the other.
- C** With a partner - each of you on separate sides of hall - use constantly changing body parts to reach each other in the middle of hall; choose an interesting finishing shape with your partner.
- D** Split Class in half to improve and evaluate.
- E** Link all sections together: ♪ *Volume 1; Track 5*
- Solo into Push/Pull duet
  - Close Duet
  - Attract and still-shape

#### Cool Down

Use movements from this lesson in slow motion to consolidate lesson and cool down.

#### Key Vocabulary:

*Body parts, attraction, shape*

## Magnets & Forces

### Week 4: Quartet

♪ [Volume 1 - Track 1](#); [Volume 1 - Track 5](#); [Volume 1 - Track 4](#) [\(order CDs\)](#)

#### Starter

Review dance created so far.

#### Warm up ♪ Volume 1; Track 1

With a partner: Reach out first hand, partner touches, outstretch other hand and hold until partner touches that one with their other hand. Repeat getting faster and covering more space until your partner is out of breath.

#### Main

##### A Rehearse all sections from all 3 lessons. ♪ Volume 1; Track 5

All end in the middle of the Hall in a line, suddenly explode away from your partner.

##### B In groups of 4 - take in turns to choreograph 1 push or pull movement to be performed by your group in unison. (Remember to alter level and direction)

##### C Link the exploding line to the groups of 4 by deciding how to get from the line to your group of 4.

*At this point in the dance ♪ Volume 1; Track 4 can be used to create a different dynamic in the dance.*

##### D Each quartet (group of 4) to perform and class to give feedback for improvements.

#### Cool Down

Choose a pupil to lead a cool down using large circular movements.

#### Key Vocabulary:

*Explode, quartet, level, direction*

## Magnets & Forces

### Week 5: Review & Rehearse

♪ [Volume 1 - Track 1](#); [Volume 1 - Track 5](#); [Volume 1 - Track 4](#)

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#### Starter

Review dance created so far.

#### Warm up   ♪ *Volume 1; Track 1*

As lesson 4; remember unison dance

#### Main

**A** Rehearse and improve separate sections.

- Solo into Push/Pull duet   ♪ *Volume 1; Track 5*
- Close Duet
- Attract then Still
- Unison Group   ♪ *Volume 1; Track 4*

**B** Rehearse whole class dance together.

**C** Evaluate and improve whole dance.

#### Cool Down

As lesson 4

#### Key Vocabulary:

*Space, level, direction, solo, duet, push, pull, travel, close, body parts, attraction, shape, explode, quartet, level, direction, perform, evaluate*

## Magnets & Forces

### Week 6: Perform and Review

♪ [Volume 1 - Track 1](#); [Volume 1 - Track 5](#); [Volume 1 - Track 4](#) [\(order CDs\)](#)

#### Warm up   ♪ *Volume 1; Track 1*

Circle through joints beginning with shoulders down to ankles. Remember 8 large circles already created in Lesson 3; try to improve whilst moving faster.

#### Main

**A** Rehearsal whole dance

**B** Perform to another Class

**C** Discuss with audience: what did they particularly like; what was the dance like; what were its qualities; what did it make them think of?

#### Cool Down

As lesson 4

#### Key Vocabulary:

*March, turn, fight, protect, high, low, fast, slow, link, formation, strength*

## Magnets & Forces

### Resources

#### Dance Notes music CDs

All the music you will need to deliver this and other lessons from the free online library can be found within the *Dance Notes* CD set. If you are viewing this lesson plan online, you can click on any of the links [♪like this](#) to hear an extract of the music to which the plan has been created. Below you will find links to this unit's tracks.

[♪ Volume 1 - Track 1, 'Desert Rain'](#)

[♪ Volume 1 - Track 5, 'Pot Doodles'](#)

[♪ Volume 1 - Track 4, 'Sand Dance'](#)

To order your CDs, click on the [\(order CDs\)](#) link or visit:

[www.brianmadigan.com/Tracks.html](http://www.brianmadigan.com/Tracks.html)

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