

BLOCK 3: RELATIONSHIPS TO OTHERS

This block develops and refines content taught in previous blocks by exploring how we dance in relationship to others. Skills and concepts include:

- explore different formations, spatial arrangements, pathways, and patterns
- introduction to partner work and team work
- exposure to and embodiment of prepositions of movement

Learning to move while considering your placement in relationship to others is an important component of dance. The content in this unit is extremely beneficial at performance time – choreography is much more enjoyable and exciting if dancers are traveling around the stage instead of standing in a straight line (and looking offstage at the teacher!). This block is one of our favorites, and young students love it too!

Learning Outcomes for Three Year Olds

Explore formations and spatial arrangements	<ul style="list-style-type: none"> • form lines and circles • move away from, and return to, formations • move to make circle formations smaller or larger
Explore pathways	<ul style="list-style-type: none"> • identify different pathway (straight, curvy, zig zag) • use a range of movements to travel different pathways
Explore dancing alone, with a partner, and in groups	<ul style="list-style-type: none"> • find a partner while dancing • follow basic instructions with a partner • move as a group (e.g. tiptoe forwards in a circle) • share a prop with a partner while moving • navigate around other dancers in the dance space
Explore and embody prepositions of movement	<ul style="list-style-type: none"> • move around, into, and out of circles • move in space: on, over, around, under, next to, etc. • move with a partner: opposite, beside, back to back, etc.

Variations on Block 1 content

Circle dance	Move around the circle, into the circle, and out of the circle.	p. 3
Flamingo Retiré	When flying, find partner with same color feathers and perform cue	p. 7
Energy	Creative movement exploring different energy	p. 14

New Exercises in Block 3

NEW!

Throwing Leaves Plié	Let's plié and play in the autumn leaves.	p. 5
Leaves Port de Bras	Our trunks stay strong but our branches and leaves move to match the breeze.	p. 6
Sleepy Jellyfish Walks	Our jellyfish are tired. Work with a partner to guide them to bed.	p. 8
Butterfly & Hummingbird Bourrée	Bourrée forwards like a butterfly, and in one place like a hummingbird.	p. 9
Apple Picking Pathways	Follow the pathways through the orchard to pick apples from the apple tree.	p. 10
Animal Rescue Gallops	Our animals are in danger. Let's gallop to rescue them.	p. 11
Leaping Over Pumpkins	Leap through the pumpkin patch matching the leap to the size of the pumpkin.	p. 12
Fall/Autumn Leaves	Autumn themed obstacle course.	p. 13
Butterfly Land & Hummingbird Land	Dance with smooth, slow movements in Butterfly Land, and sharp and quick movements in Hummingbird Land.	p. 15
Busy Bees	Jump/leap over the same color flowers to collect nectar to take to the beehive.	p. 16

Block 3: Relationships to Others		Abbreviations: PL – parallel PDB – port de bras R – right L – left RPT – repeat all – alternating opp – opposite		Music Key: KIDS (KIDS) KIDZ (KIDS2) MMBB (Music, Magic & Water-Believe) LOCO (Locomotion) RAIN (riny Day) ENCH (Enchanting)		Week 1		Week 2		Week 3		Week 4		Week 5	
Exercise	Pg #	Music	Pro ps	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2
Warm Up Dance Teacher's choice of movements (marching, tapping, shake body parts in/out of circle, move at high/low levels), with focus on prepositions of movement (around, into, out of, on, across)	3	KIDS #1	--	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Circle Dance (Water the Garden or Picking Fruit/Flowers) Travel around circle, return to place, travel into circle, tiptoe around object inside circle, return to starting position and handover prop to next dancer.	3	Teacher's Choice	• watering can • small round plan • basket • fruit or flowers	Introduce	Same	Same	Change variation	Same	Same	Same	Same	Change variation	Same	Same	Same
Wish Upon A Star (Lucky Stars) Snuggle stretch, 3 x reach to pick star, place by toes, RPT, 8 x flex & stretch. Walk fingers down legs to pick up star, rub hands, blow wish to dancer opposite/across the circle.	4	KIDZ #3	--	Introduce concept of opposite or across as they blow their wish to the dancer opposite in the circle	Same	Same	Option: blow three wishes – one to the dancer across the circle, and one to the dancer on each side	Same	Same	Same	Same	Option: crawl like tiger beside partner and wave goodbye to tiger friend and move away before transforming into a crab	Same	Same	Same
Underwater Explorers Look R/L, tilt head R/L, 2 x look up & down, mime diving gear on, dive into lake, 4 counts swim, 4 counts rest RPT. Press up into cobra pose to take a breath, RPT 3 times.	4	KIDS #5	--	Add pressing up into cobra pose to take a breath of air.	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Animal Stretches Cat stretch (beside partner), tiger crawls (away from partner), crab lifts, starfish sway and stretch, cocoon roll up, butterfly wings, fly like butterfly, finish (beside partner)	4	MATZ #3	--	Introduce beside partner as cat, away from partner as tiger, return to beside, butterfly, finish	Same	Same	Option: find butterfly friend and fly together before finishing in a pose tog after	Same	Same	Same	Same	Option: crawl like tiger beside partner and wave goodbye to tiger friend and move away before transforming into a crab	Same	Same	Same
Throwing Leaves Dami-Plis 4 x demi-plié PL, slow simple PDB low, med, high, open, RPT all. Faster simple PDB, reach down to scoop up leaves and throw in the air.	5	KIDZ #15	• small pile of leaves each	Introduce	Same	Same	Option: after 4 plis, perform faster PDB then bourrée en demi pointe in a circle, then continue exercise.	Same	Same	Same	Same	Option: lower arms from open 5th through 5th then first, to bras bas	Same	Same	Same
Leaves Port de Bras Arms demi-seconde (low), return, Arms 2nd (med) return, Arms open 5th (high), return, RPT. Tiptoe into circle, roly poly, leaves, tiptoe back to place, RPT PDB, finish high.	6	ENCH #15	• 2 leaves each	Introduce	Same	Same	Option: lower arms from open 5th through 5th then first, to bras bas	Same	Same	Same	Same	Option: lower arms from open 5th through 5th then first, to bras bas	Same	Same	Same
Sandcastle Tendu 3 x tendu (R, L, R), 3 x brush sand off, RPT, tendus L, R, L, and 3 x brush. Build sandcastle, tiptoe to new place in dance space, RPT, returning to starting position.	7	KIDS #9	--	Introduce moving away from place to build sandcastle, then returning to place	Same	Same	Option: lower arms from open 5th through 5th then first, to bras bas	Same	Same	Same	Same	Option: lower arms from open 5th through 5th then first, to bras bas	Same	Same	Same
Paint Piqué 3 x R piqué onto INL mat, step parallel, 3 x hand wiping motions to 'wash' hands, hands on hips, RPT 3 more times alternating legs each time.	7	ENCH #13	• INL Mats	Introduce 3 piqués, 3 'washes'.	Same	Same	Option: Pair up dancers, face partner and place mat in front. Do exercise standing opposite partner	Same	Same	Same	Same	Option: Pair up dancers, face partner and place mat in front. Do exercise standing opposite partner	Same	Same	Option: Stand opposite partner sharing one mat (need to place smaller and more controlled)
Flamingo Stré / Passé PL, tendu R & L, 2 x high V arms, RPT x 3. Fly to find flamingo friend and perform weekly cue, fly back to place.	7	KIDS #13	• matching color leathers (2 leathers p/child in each pair)	Introduce finding flamingo friend. Cue: stand facing each other (tummy to tummy)	Same	Same	Cue: stand side-by-side (shoulder to shoulder)	Same	Same	Same	Same	Cue: stand back-to-back	Same	Same	Teacher's choice, or students choice of pose with flamingo friend
Swaying Trees Temps Lié 3 x sideways rocks alternating each side, pause, RPT 3 more times. Free dance as leaves floating in space, return to place, RPT all.	8	KIDS #14	• 2 leaves each	Introduce	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Sneaky Bumpy Bounces 4 x bounce in place, hide RPT. Tiptoe forwards to eat veggie. Tiptoe backwards. Bounce freely around room, hurry back to place.	8	MATZ #9	• plush vegetables	Introduce	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Sleepy Jellyfish Walks Share ribbon ring with partner and walk beside line.	9	MATZ #31 MATZ #32	• ribbon rings • painters tape/line • empty basket • 2 x INL mats	Introduce	Same	Same	Option: flamingo walk or other traveling movement	Same	Same	Same	Same	Option: flamingo walk or other traveling movement	Same	Same	Option: after collecting next ribbon ring, students show you how to get ready for their turn
Butterfly & Hummingbird Bourrée Fly forwards with smooth butterfly wings to red mat. Bourrée in place with quick, sharp hummingbird wings.	10	KIDS #20	• red INL mats	Introduce straight and curvy pathways only	Same	Same	Option: Add hummingbird flapping wings in place on each mat	Same	Same	Same	Same	Option: Add hummingbird flapping wings in place on each mat	Same	Same	Option: bourrée around self as Hummingbird
Apple Picking Pathways Jump in straight line, tiptoe in a curvy line, walk/march in a zig zag line to pick apples.	11	KIDS #17	• INL mats • half/whole apples and tree • basket	Introduce straight and curvy pathways only	Same	Same	Option: add zig zag pathway	Same	Same	Same	Same	Option: add zig zag pathway	Same	Same	Same
Animal Rescue Gallops Front gallop to rescue animals.	12	MATZ #17	• hula hoops x 2 (or INL mats) • plush animals	Introduce one at a time.	Same	Same	Use 3 pumpkins – talk about size difference	Same	Same	Same	Same	Use 3 pumpkins – talk about size difference	Same	Same	Same
Leaping Through Pumpkin Patch Leap small, medium, and big over pumpkins	13	ENCH #35	• 3 x plush pumpkins (sm, med, big)	Introduce with 1 or 2 pumpkins only.	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Autumn Leaves Travel around 1st pumpkin, leap over 2nd pumpkin, pick up and throw leaves, choose one leaf and float to floor. Roll away in gust of wind.	14	RAIN #17 RAIN #18	• painters tape/lines • 2 x pumpkins • autumn colored leaves	Introduce	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same	Same
Energy Dance freely in space with different energy.	15	LOCO #11 LOCO #12	--	Introduce	Same	Same	Introduce	Same	Same	Same	Same	Introduce	Same	Same	Same
Butterfly Land & Hummingbird Land Spaces divided in half with line. Dance smooth and slow with scarves in Butterfly Land. Swap scarf for ribbon ring. Dance sharp and quick in Hummingbird Land. RPT.	16	ENCH #46 ENCH #46	• painters tape • INL mats • ribbon rings (1-2 each) • scarves (1-2 each)	Introduce	Same	Introduce	Introduce	Same	Same	Same	Introduce	Introduce	Same	Same	Same
Busy Bees Leap over mats the same color as scarf, return to beehive. Swap scarves. RPT.	17	LOCO #21 LOCO #22	• yellow INL mats • scarves (1 each) • INL mats to match scarves	Introduce	Same	Introduce	Introduce	Same	Same	Same	Introduce	Introduce	Same	Same	Same

TRANSITION FROM SHARE SPACE TO DANCE SPACE

Week 1: Pair up dancers and give them one ribbon ring to share. Walk around the room side by side into a circle in the dance space. Assistant to collect and return ribbon rings.

Week 2: Same as Week 1, but hook a 'magic string' between the shoulders of partners. The magic string helps them to stay exactly side-by-side without touching.

Week 3: Divide into one or two groups and make a line, with the assistant and teacher as leaders. Move like a train or marching band in straight, curvy and zigzag pathways to make a circle in the dance space.

Week 4: Same as week 3, but explore speed and pathways, e.g. move fast on straight tracks, moderately on zig zag tracks, and slow on curvy tracks.

WARMUP DANCE

Same as Block 1 (see Block 1, page 4) developing relationships to others concepts.

- 💡 Use prepositions throughout: forwards, backwards, sideways, to, from, into, across, on, off, over, under, up, down, around, past, close to, far from, etc.

CIRCLE DANCE

NEW! ✨

Builds on Block 1 (see Block 1, page 5) – travel around, into, and out of the circle.

🎯 Spatial awareness, direction, recall, counting, impulse control, sharing.

🧩 Watering can, baskets, fruit, flowers, or other props (see Exercise).

- 💡 Students travel around the circle once to return to their place, then travel into the center of their circle to perform a task, before returning to their place to hand over to the next dancer.
- Use props and play-based settings to provide a purposeful reason to travel around and then into the circle. Some examples are provided below, but you can use any prop as inspiration.

- 💬 As students take turns: describe the dancer's movements using prepositions such as 'around the circle', 'forwards into the circle', 'walk out of the circle', etc.

Exercise

Water the garden

Holding a watering can, students water seeds (other students) as they travel around the circle and then walk around and water a plant in the middle of the circle. After all have had their turn, students can grow tall like big trees or flowers... "What type of plant are you?"



Picking Fruit / Picking Flowers

"It's time to pick [apples, flowers etc]." – Holding a basket, walk around circle, into the circle to pick one piece of fruit/a flower and put in basket. Pass basket to next student. Once finished, gather all students to help you count. Take out each fruit/flower, one-by-one, as students count aloud.



Transitions

Connect to pretend play setting, for example:

- grow up into a tall tree, then pretend to be autumn leaves falling to the ground
- count the fruit/flowers that have been picked
- ask questions about the colors of what was picked.

WISH UPON A STAR STRETCH (LUCKY STARS VARIATION)

Same as Block 1 (see page 6)

 Relationships to others, recall.



- Explain that today we're going to pick lucky stars – we're going to blow them to the person opposite us in the circle to wish them lots of good luck!
- Let each student know who is opposite them in the circle before starting the exercise, and ask them to point across the circle to their partner.
- Depending on your class, before the exercise you may like to ask students to find their partner and tell each other what they are wishing for.

Progressions & Variations

Develop the concept of 'opposite' by having students blow their star to the student who is sitting across from them in the circle.

Transitions

"Quick! Catch the star your partner sent to you before it floats away".

UNDERWATER EXPLORERS


Same as Block 1 (see page 7)

Progressions & Variations

After 'swimming' and resting, come up for air by placing hands on floor beside shoulders, pressing up into a cobra pose and taking a big breath in, then bend elbows and exhale to return to prone position. Repeat.

ANIMAL STRETCHES

Same as Block 1 (see page 8)

 Relationships to others, spatial awareness.

Progressions & Variations







1. Pair dancers who are seated beside each other. Explain that they will do their cat pose next to each other, but when they are tigers they have to crawl away from each other. When they are butterflies they will return to stand side by side with their partner.
2. Students find their partner and fly side-by-side as butterflies.
3. Try crawling side by side like tigers, saying 'bye' to your tiger friend to find space before transforming into a crab.

Transitions

"Ok butterflies – hook your magic strings and fly beside your partner to come and get some leaves."

THROWING LEAVES DEMI-PLIÉ

Builds on Block 2 (see page 5) throwing autumn/fall leaves during final port de bras.

-  Impulse control, multi-part instructions, fine motor skills
-  KIDS! 2: #15 – 'Rond de Jambe'
-  Optional: small pile of leaves for each student.
-  Standing in a circle with leaves on floor in front of each student.
- 
 - Each dancer collects a small pile of leaves to place in front of their place in the circle. To assist the set up process, ask dancers to take just one handful of leaves. As students' progress, you can ask them to collect a specific number of leaves, e.g. 5 leaves each, however, this can be complex and time-consuming at this early stage.
 - Explain that we are doing our demi-pliés in the garden during autumn/fall. Our arms will move smoothly like a gentle breeze, and at the end we'll pick up our leaves and toss them in the air.
 - Some dancers may find it challenging to leave their props on the floor. This exercise provides practice opportunities to develop impulse control, so use lots of pretend play to give students a reason not to play with their leaves.
 - Ask dancers to call out the levels of the arms in the port de bras.
- 
 - Collecting props: "Let's all get some leaves to put in the garden. Everyone reach into the [box/tub/basket], get one handful of leaves, and take it back to your place in the circle. Try not to drop any along the way".
 - Exercise set up: "It's not a windy day yet, so make sure your leaves aren't moving – hands on hips. We're very still – there's no breeze at all".
 - During port de bras: "Our arms are low, medium, high".
 - Final port de bras: "A big gust of wind is coming – pick up your leaves, whoosh!".

Exercise:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----|
| i) 4 x parallel demi-pliés with hands on hips. | 1-8 |
| ii) Perform slow simple port de bras: arms low (bras bras), medium (1st), high (5th), opening out through 2nd to replace hands on hips. | 1-8 |
| iii) Repeat demi-pliés | 1-8 |
| iv) Perform faster simple port de bras (1 count for each position) | 1-4 |
| v) Reach down to scoop up leaves and throw them in the air. | 5-8 |

Progressions & Variations

At step ii), perform a faster port de bras with a single count for low, medium and high (counts 1-3) then rise en demi-pointe (4), bourrée turn in place (5-7), lower arms by sides and heels into parallel to continue exercise from step iii).

Transitions

1. Transition to Leaves Port de Bras or Swaying Trees: "Pick up two leaves, one for each hand. Feet and legs together like a strong, straight tree trunk – our branches are leaves are going to sway in the breeze."
2. Transition to another activity: "Look at all these leaves! We can't even see the grass anymore. It's time to help rake them up. Let's pack the leaves away".

LEAVES PORT DE BRAS

NEW! ✨

It's a windy day in the garden and the leaves on our trees move with the breezewatch out for the big gust of wind!



Port de bras, control, levels, impulse control, circle formations, spatial awareness



Enchanting: #15 – 'Demi Rond de Jambe'



Optional: two leaves for each student



Standing in a circle, feet parallel, arms by sides with one leaf in each hand.



- Explain we are trees with strong, straight trunks – only our branches and leaves will move to match the breeze.
- Use 'whooshing' sounds at varying dynamics to match low, medium and high levels. Some students will make the sounds along with you, but others may need some encouragement. Making these sounds contributes to multimodal learning and encourages students to breathe through their port de bras.
- Train your assistant to get students ready to dance while you turn on the music using the pretend play scenario (see last dot point below in Verbal Cues)



- Collecting props: "You need two leaves – one for each hand."
- Collecting props: "Are your leaves the same size, or different?", "What color are your leaves?", or "Are your leaves heavy or light?"
- Exercise set up: "When there's just a light breeze, our leaves float low [hushed whoosh sound], when there's slightly stronger breeze they will float medium [slightly louder 'whoosh'], and when the wind is blowing very strong they'll float up high [louder 'whoosh']. And if there's a big gust of wind, our leaves will tumble into the center!"
- Exercise set up (center circle): "Make sure there's space for everyone – do all our trees have space?"
- Turning on music: "Ok, crouch down – we're seeds. Let's pat some soil on top. Pat, pat, pat. [pat head and shoulders], and get some water [pretend to pour water over self], and now we grow up, up, up! Our tree trunks are strong and our leaves down low – there's no wind yet."

Exercise:

- | | |
|---------------------------------------------------------------------------------|-----|
| i) Arms breathe out to demi-seconde allongé and return by sides. | 1-2 |
| ii) Arms breathe out to 2nd position allongé and return. | 3-4 |
| iii) Arms breathe out and up, through open 5th, to 5th, then lower by sides. | 5-8 |
| iv) Repeat all. | 1-8 |
| v) Tiptoe forwards into the circle, tumbling leaves in a roly poly motion. | 1-4 |
| vi) Brush leaves backwards by sides to tiptoe backwards into starting position. | 5-8 |
| vii) Repeat port de bras sequence, finishing arms open 5th en demi-pointe. | 1-8 |

Transitions

"Ayana, what's your favourite number today? [3]. Ok, let's leaves up high. Let's all count to 3, then drop them and try to catch them. Our leaves are light, so they're going to flutter about. Ready? [counting together] '1-2-3!' Did you catch any? Let's try again". (Kids love this, so I'll often repeat before packing away).

SANDCASTLE BATTEMENT TENDU

Same as Block 1 (see page 10) but practicing moving out of, and back into, formation.



- Tell students that they will go for a walk along the beach after making their first sandcastle. Before starting, ask them to look around and check who they are standing next to and what is near them.

Progressions & Variations

Instead of tiptoeing around their sandcastle, students tiptoe to another place in the dance space to repeat the exercise and return to their original starting position.

PAINT PIQUÉ

Same as Block 1 (see page 11) with 3 piqués and 3 claps/'washes' plus partner work.

Progressions & Variations

Perform 3 x piqués, close parallel, then 'wash' hands 3 times and place hands on hips.

Try the following variations based on relationships to others:

1. Pair dancers and have them stand opposite each other (tummy-to-tummy) with enough space to place their mat in front. Perform the exercise facing their partner.
2. Sharing a single mat, pairs of dancers stand opposite each other – more control and spatial awareness is required to ensure they don't paint each other's toes.

FLAMINGO RETIRÉ / PASSÉ

Same as Block 2 (see page 7) adding flying to find a partner and perform a cue.



Color identification, finding a partner, relationships to others.



Different colored feathers so that pairs of students have the same (e.g. two students both hold two green feathers).



- Hand out two of the same color feathers to each student, making sure that someone else has the same color. E.g. two dancers should have green feathers, two should have red feathers and so on.
- Explain that when they fly they need to find their flamingo friend who has the same color feathers and complete a special mission (a cue). Allow students to practice finding their partner and performing the cue.



- Cue to stand opposite partner: "Face your partner – tummy to tummy".

Progressions & Variations

Students fly to find their flamingo friend and:

Week 1: stand facing each other.

Week 2: stand side-by-side.







Week 3: stand back-to-back (this will be challenging for some students).

Week 4: repeat back-to-back, or teacher's choice

Week 5: student's choice of pose with their flamingo friend

SWAYING TREES TEMPS LIÉ

Builds on Rock-A-Bye Baby Animals from Block 1 (see page 14) with a leaf/tree theme

-  Eye tracking, spatial awareness
-  KIDS!2: #8 – 'Port de Bras'
-  Two leaves for each student
-  Standing in a circle, feet apart (parallel 2nd position), leaves in hands by sides.
- 
 - As students refine their rocking/temps lie movement, begin to encourage more hand eye coordination by asking students to watch their leaves as they move from side to side.
 - You can add your own instructions or cues during the free movement section, for example, moving in a slow gentle breeze, or a strong wind, or moving at different levels (see Verbal Cues for suggestions).
- 
 - Exercise set up: "Feet apart – our tree trunks are wide"
 - During the rocking/temps lie: "one-side, other-side", "one-two-three" or "bend-stretch-and".
 - During exercise: "Watch your leaves as they float from side to side"
 - During free movement: "How would your leaves float in a gentle breeze?" "What about a strong gust of wind?"; "Let's be backwards floating leaves today"; "Show me how you could move like a leaf in slow motion"; "How can your leaves float up high? How could they float down low on the ground?"
 - While packing away: "Where did your leaves float today?"

Exercise:

- i) 3 x sideways rocks (temps lie) right, left, right. 1-3&a
- ii) Hold 4&a
- iii) Repeat 3 more times, alternating the start side each time. 5-16&a
- iv) Free dance in the space like leaves floating in the breeze before returning to place, standing in parallel second position. 1-16&a
- v) Repeat all. 1-32&a

Transitions

1. Encourage students' shoulder strength and stability by having them place one leaf on each palm, keeping elbows down towards their body – "Let's place one leaf on the palm of each hand. It can be a bit tricky at first. Hold your leaves in front and tiptoe slowly so they don't fall off". Note: this palms up (supinated) position with elbows down helps to develop the stability and strength required to use scissors. At first, some students may need assistance placing leaves on each palm.
2. "Uh oh! A whirlwind! Our leaves are being blown back into the [box, basket etc.]"

SNEAKY BUNNY BOUNCES

Same as Block 2 (see page 8)

SLEEPY JELLYFISH WALKS

NEW! ✨

Our jellyfish are very tired. Let's work with a friend to help them along the path to bed.



Walks, pathways, partner work, spatial awareness, control, making lines.



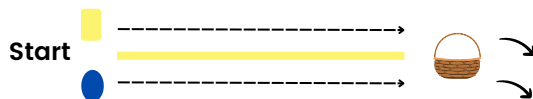
Music at the Zoo – Track 31: 'Antarctic Animals' & Track 32: 'Swimming in the Sea'



Rollout line/painters tape, 2 x Leap 'N Learn mats, ribbon rings, basket/hula hoop.



Two vertical lines (close together) at the side/back of the room, sharing a ribbon ring with their partner (holding with inside hand), props laid out as below:



Assistant



- Explain that our jellyfish are tired and need help to following the path to bed.
- Some students may stand on top of the line at first as that is what is done in other exercises. Remind them to keep the jellyfish on top of the line or gently cue them to one side of the line.
- Line leaders will stand on the yellow or blue Leap 'N Learn mats.
- Assistant sits to one side with more ribbon rings. Once each pair has put their jellyfish to 'bed' they will go to the assistant to collect a new ribbon ring and head to the back of the line for their next turn. This minimizes congestion and implicitly trains young dancers how to use the space in traveling combinations.



- Exercise set up: "We'll work side-by-side with a partner – dancers need to be beside the line so our jellyfish can float on top of the line."
- During exercise: "Jellyfish floats on top of the line" or "Walk beside the line so our jellyfish can stay on the path".

Exercise:

- i) Using their inside hand to share a ribbon ring with their partner, dancers walk beside the line so that the ribbon ring/'jellyfish' floats on top of the line.
- ii) Place ribbon ring into the basket, then go to assistant and collect a new ribbon ring before moving to the end of the line to start again.
- iii) Repeat so that all students have two to four turns. Students can swap which color mat they start on so they practice holding and walking on different sides.

Progressions & Variations

1. Have students show you how to get ready for their turn (stand on mat, share ribbon ring with partner).
2. Vary the movement, e.g. march, flamingo walk, etc.
2. Vary the speed of the movement (slow, fast).
3. Introduce different pathways (curvy, zig-zag).


Transitions

While teacher/assistant packs away the line and mats, the other takes out ribbon rings one-by-one: "Let's count the sleeping jellyfish. 1, 2, 3..."

BUTTERFLY & HUMMINGBIRD BOURREE

Students explore energy and locomotor/non-locomotor movement as butterflies and hummingbirds flying from flower to flower in a garden.



 Bourrées, energy, locomotor/non-locomotor movement, partner work, spatial awareness, recall, control, speed, contrast.

 KIDS! – Track 20: 'Fairy Bourrées'

 Leap 'N Learn mats, Butterfly & Hummingbird artwork.

 In two or three lines at the side/back of the room with mats laid out as below:



- 
 - You may wish to regress the exercise by focusing only on the butterfly movement in the first week or two (see Regressions).
 - Show artwork and talk about how butterflies move with big graceful wings that go up and down very smoothly. Hummingbirds have wings that are very quick and sharp, and make smaller movements – they flap their tiny wings so fast they stay in one place to drink the nectar from the flowers.
 - Tell dancers that when they move their feet with tiny steps, high on demi-pointe, it's called bourrée. They will bourrée with other dancers like a butterfly towards a red mat (our flowers) and when they get there they'll flap their wings fast and hover like a hummingbird to drink nectar from the flower.
 - Ask dancers to stay side-by-side to the other dancer/s in their line – use the 'magic string' technique to encourage dancers to stay in line.
 - Don't stress counts or timing – allow students to travel and pause as natural to them. Some students may need to be prompted to keep flying to the next mat.
- 
 - Exercise set up: "The energy of a butterfly is different from a hummingbird – a butterfly flaps their wings with smooth energy, and the hummingbird flaps their wings with sharp energy."
 - While turning music on: "Connect your magic string to your butterfly friend".
 - During exercise: "Fly forwards like a butterfly to the red mat" or "Fly in one place like a hummingbird"

Exercise:

- i) One row at a time, dancers rise onto demi-pointes and bourrée forward alongside their partner to the first red mat with arms moving like big, smooth butterfly wings.
- ii) Bourrée in place on the red mat with very small, sharp wings like a hummingbird.
- ii) Repeat. The next line starts once the dancers in front are flying to the third red mat.
- iv) After being a hummingbird on the last mat, transform back into a butterfly and fly to the back of the room, away from the flowers and other butterflies/hummingbirds.

Regressions

Remove the hummingbird element to reduce demand. Dancers fly to a red mat, stop and fold their wings down or over their heads to rest, then fly to the next mat.

Transitions

"Everyone pick up one mat and fly like a butterfly or hummingbird to pack away."

APPLE PICKING PATHWAYS

It's apple-picking season! Let's work together to fill our basket with apples.



Pathways, locomotor movements, balance, recall.



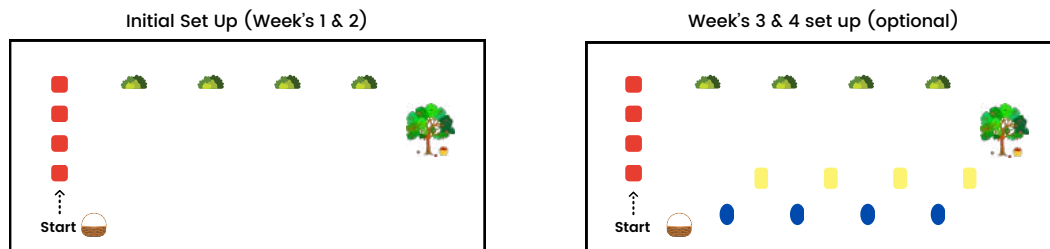
KIDS! – Track 17: 'Flamingo Walks'



Pathways artwork, Leap 'N Learn mats, empty basket, 4 x shrubs/trees/hula hoops, small apples in a basket (or felt apples and tree).



Standing in a vertical line in one corner, hand on hips, with props set up as below:



- Begin by only introducing straight and curvy pathways. Progress to zig zag pathway when recall is more secure (this may be during a later block).
- Students sit in share space with assistant to talk about Pathways artwork, while drawing straight, curvy and zig zag lines in the air with their index finger.
- Explain that they will take turns picking apples by moving through different obstacles in the orchard to get to the tree that has the most fruit:
 - Flamingo Walk or jump on top of stepping stones
 - Tiptoe to weave in between each of the trees/shrubs
 - March in a zig zag line past yellow and blue gates and put apple in basket
- The pretend play scenario for this exercise can be modified to suit any theme or props (e.g. picking flowers, pirates finding treasure etc.)
- Placing the empty basket near the end of the line helps with line formation.



- Showing artwork: "What type of line is this? [...] It's straight. Hold your finger up high – let's draw a straight line. Up and down, or side to side. What type of line is this one? [...] It's curvy or wavy. Let's draw a curvy line in the air."
- Use lots of prepositions throughout, e.g. around, into and out of circles, on, over, under, next to, beside, through, etc.

Exercise:

- One dancer at a time, jump or flamingo walk from mat to mat in a straight line.
- Tiptoe walk in a curvy line between the shrubs/green mats to pick an apple.
- **March in a zig zag line to place apple in basket (see teaching tips).
- Repeat so each student has at least two turns.

Progressions & Variations


- Change the order of each pathway, or change the movements for each pathway.
- Once recall is secure, give each student their own 'special mission' for the curvy or zig zag pathways, e.g. "Stella you have to tiptoe backwards between the shrubs" or "Milo can you skip in a zig zag line" – make sure that the special mission is appropriately challenging for each student (not too easy, not too hard).

Transitions

Take out apples one-by-one from basket: "Let's count how many apples we picked. 1, 2, 3.... Let's take them to the factory to be made into apple juice!"

ANIMAL RESCUE GALLOPS

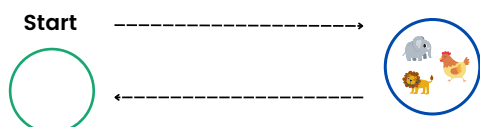
Oh no! Flood waters are rising and animals are stranded. We're off to the rescue!



 Gallops en avant (forward), traveling movements, pathways, spatial awareness, turn taking, visual tracking/cues.

 Music at the Zoo: Track 17 – 'Gallop'

 Leap 'N Learn mats, small plush animals, 2 x hula hoops.

 Seated around the green hoop.



- 
 - Students will help set up the exercise by choosing one animal and place it in the hoop. The teacher/assistant will place enough extra animals in the hoop for each student to have two turns (e.g. 7 students = 14 animals).
 - Gather students around the green hoop. Explain that it has been raining and our animals are stranded on a hill. We need to rescue them one-by-one by galloping with one leg as the leader. When we rescue an animal, we'll hold it by both arms in front of our tummy and gallop it back to safety.
 - Tell students you will call out their name when it's their turn to be the rescuer.
 - Allow students to decide which leg leads their gallop. Some students may side gallop, run or do picked up gallops to begin with – this is expected and will develop over time. Holding the animal with two hands in front of their body encourages an en avant or forward gallop, and repeated cues like "one leg as the leader" will help too.
 - In week 1, wait till the first dancer returns before the next dancer begins.
- 
 - Set up (Week 2 onwards): "We'll need to work quickly before the water gets too high, so when the dancer in front of you picks up their animal, you can start galloping to get yours. Make sure you gallop in a straight pathway so you don't crash – we don't want the rescuers to need rescuing too!"
 - During exercise: "One leg is the leader," or "One leg in front the whole time."
 - When rescuing animal: "Hold your animal in front of your tummy with two hands"

Exercise:

- i) One at a time: gallop en avant to the hoop and pick up one animal.
- ii) Hold animal by arms in front of body, gallop en avant to put animal in empty hoop.
- iii) Repeat so each student has two turns.

Progressions & Variations

Add pathways, e.g., use LNL mats to scaffold galloping 'home' in a zag zag pathway

Regressions

1. Gallop de côté (sideways), holding animal in lead hand when returning, or allow students to travel however they wish.
2. Allow each student to finish their full turn before the next dancer begins.


Transitions


Take out animals one-by-one from hoop: "Let's count how many animals we rescued. Ready? 1, 2, 3... Wow, what an effort! Put one/two animals in each hand and march them off to bed. They need a rest after all that adventure!"

LEAPING THROUGH THE PUMPKIN PATCH

Dancers pretend to leap over pumpkins in a pumpkin patch.



 Jumps/leaps, elevation, leg strength, size, spatial awareness, motor planning.

 Enchanting: Track 35 – ‘Leaps’

 1 x small, medium and big plush pumpkin, or any other soft props.

 Standing in a vertical line in one corner of the room with props set out as below:

Start ----->   

- 
 - Pumpkins can be replaced by any other soft prop that comes in sizes (small, medium, big) as long as it is safe for dancers to attempt to jump over and possibly land on. Match the pretend play story to the chosen prop.
 - Show the three props and talk about size, explaining they will match the size of their jump/leap over the [prop].
 - The objective is not to perform correct technique for a leap. The objective of the exercise is for students to figure out how they will run to approach the object and judge how much force is required to land over the prop.
 - When first introducing the exercise, give students the option to jump from two feet-to-two feet over the prop, or from one foot-to-one foot, while demonstrating both. Students will often transition to leaps when they feel confident in clearing the object.
 - Some students may stop before the object before going over it (provides more time for motor planning) while others may approach the object and side step it, or run by it (likely spatial processing, lack of strength, or lack of self-confidence in clearing the object). This will improve with repeated practice and cues to 'over' the prop. Holding their hand to help them over can also build skills and confidence.
- 
 - Showing props: "Let's count how many [props] I have. 1, 2, 3. And what's different about them?... Yes, this one is bigger, this one is smaller, and this one is in the middle – it's medium sized. We're going to do small, medium and big sized leaps over our [props]."
 - Have students call out the size of the prop being set up: "Ok, what size is this first one?... and now comes our.... and last is the"
 - Exercise set up/demo: "You can jump over the [prop] from two feet-to-two feet like this [demo] or leap from one foot-to-one foot like this [demo]."

Exercise:

- i) One at a time, dancers run and jump/leap over the pumpkins, matching the size of their movement to the size of the pumpkin.

Progressions & Variations

Develop ability to control their momentum – place two mats side by side a short distance after the large pumpkin and have students freeze like a scarecrow with legs apart – hold for 3 seconds.

Transitions

Divide students into 3 equal groups and assign to a pumpkin: "Work as a team to pack away your pumpkin – how can every dancer be touching the pumpkin?"

CREATIVE MOVEMENT – AUTUMN/FALL LEAVES

NEW! ✨

It's a beautiful day to play in the autumn/fall leaves.



Recall, direction, impulse control, independence, interpretation.



.Rainy Day: Track 17 – 'Autumn 1' and Track 18 – 'Autumn 2'.



Painters tape or 2 x rollout lines, 2 x pumpkins (or plants/shrubs), autumn-colored leaves.



Standing in a vertical line in one corner of the room with props set out as below:



- Talk about autumn/fall – how leaves change colors and fall off trees. Ask students if they've seen this at the park or maybe the trees near their house.
- While setting up, explain and demonstrate the movements – dancing around, leaping over, throwing leaves and then falling like a leaf.
- Talk about how the last quadrant is empty and that they will use their bodies to fill up the space by pretending to be leaves.
- The assistant should demonstrate the exercise first, and stay in the empty quadrant to wait with students when they have finished their turn.
- Students love this exercise, but waiting still once they've finished their turn can be challenging. Remind students they have fallen off the tree so have to lay still on the ground. Try sprinkling a 'frozen' spell over any wiggly students. Once all students have finished their turn, sprinkle an 'unfreezing' spell before they roll away in the breeze.



- After all students have finished their turn and are in the final quadrant: "Oh no! A big gust of wind has come to blow us all away!"
- While students wait their turn: ask students about what the dancer is doing, e.g. 'What is Rico doing now? Yes, he's jumping over the pumpkin!'.

Exercise:

- Walk or dance around the first pumpkin.
- Run and jump/leap over the second pumpkin.
- Gather a handful of leaves and throw them in the air, watching them float to the ground.
- Pick up one leaf. Hold it high, move to empty quadrant and float to the ground as if they were a leaf. Wait for all other dancers to have their turn.
- Once all dancers are in the final quadrant: 'Oh no! A big gust of wind!' – dancers roll away from each other.

Transitions:

"That was a strong gust of wind. Let's help rake up all the leaves and pack them away".

CREATIVE MOVEMENT – ENERGY

Let's explore how we can dance with different types of energy.



Energy, listening skills, musical awareness, coordination, spatial awareness.



LocoMotion: Track 11 – 'Energy 1' (longer), or Track 12 – 'Energy 2' (shorter).



Spread out in the dance space.



- Explain to the dancers that movement can have different types of energy, meaning it can be smooth or sharp and it can also be heavy or light.
- Have dancers experiment with different types of energy in their movement – relate heavy movement to when they are tired and want to take a nap, and light energy to when they are running out to play.
- Explain to the dancers that a voice will call out a type of energy and we need to match our bodies to the energy that has been said and the music. When there is no music we will freeze and listen.
- Encourage dancers to use different body parts and explore different levels, rather than just run around. Enthusiastic demonstration by the teacher and assistant are the best modelling tools.
- To broaden exposure to as many musical genres as possible, you can also cue your own music and give verbal cues for different energy.







- Exercise set up: "Show me how you can look heavy and tired, like you're oh-so-sleepy and need a nap....What about if you woke up on a sunny day and you were going to a birthday party?"
- During the exercise: give cues that match the music, such as "Can you make your legs really heavy? What about your arms?"; or ask question such as 'What does this music sound like to you?'

Exercise:

i) Students dance freely in space moving their body to match the energy cue and music. When the music stops (or when you pause the music) students freeze.

CREATIVE MOVEMENT – BUTTERFLY LAND & HUMMINGBIRD LAND

We'll fly with smooth energy in butterfly land, and sharp energy in hummingbird land.

-  Energy, listening skills, musical awareness, spatial awareness, impulse control.
-  Enchanting: Track 46: 'Butterfly vs Hummingbird'
-  Scarves and ribbon rings (at least 1 of each p/child), painters tape or rollout line, Leap 'N Learn mats (1 p/student).
-  Painters tape/rollout line dividing the room in two, with mats laid along the line. Dancers spread out on one side holding scarves.

Hummingbird Land



Butterfly Land



- Explain that the music has two sections – smooth and sharp. Connect this to how the dance space has been divided in two sections – 'Butterfly Land' and 'Hummingbird Land'. Ask students to stand in 'Butterfly Land' and flap their wings smoothly, then move to 'Hummingbird Land' and flap their wings sharply.
- Explain that they'll use scarves to move smoothly in 'Butterfly Land' and ribbon rings to move sharply in 'Hummingbird Land'.
- Getting students to choose and lay out their own props reduces issues of whose 'wings' are whose during the exercise. Students collect 1 or 2 ribbon rings and place them on a mat on the line. Let students know they will start as a butterfly – have them collect their scarves and stand in butterfly land.
- Use the pause between the different parts in the music to facilitate students swapping props and traveling to the new land.
- If students are running around, don't say 'Stop running'. Instead, ask them to show you another way a butterfly may move slowly, or a different way a Hummingbird could move sharply.



- Exercise set up: "There's two parts to the music, and there's two parts of our dance space: 'Butterfly Land' and 'Hummingbird Land'".
- Exercise set up: "When the music is smooth, we'll use our scarves as butterfly wings and fly smooth and slow.. When the music stops, we swap our wings – we put our scarves down on the mat and pick up our ribbon rings. Then the music will be more sharp, so we will flap our wings sharply like hummingbirds".
- Turning on music: "Everyone point to the mat that has your wings. Don't get your wings mixed up or they'll be the wrong size!"
- During exercise: "Time to go to [butterfly/hummingbird] land. Swap your wings".

Exercise:

- i) Students dance freely with smooth, slow movements in 'Butterfly Land'.
- ii) When the music stops, students exchange their scarves for ribbon rings and enter 'Hummingbird Land'.
- iii) Students dance freely in 'Hummingbird Land' with quick, sharp wing movements and quick small steps.
- iv) Repeat, exchanging ribbon rings for scarves and returning to 'Butterfly Land'.





Transitions:

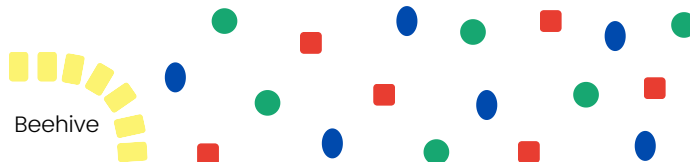
"It's time to leave Butterfly and Hummingbird Land. Pick up all of your wings and fly in a curvy line to pack away"



CREATIVE MOVEMENT – BUSY BEES

NEW! ✨

Our honeybees are working in teams to collect nectar and bring it back to the beehive

-  Color identification, spatial awareness, sharing, leaps/jumps, listening skills.
-  KIDS! 2: Track 47 – ‘In the Air’
-  Yellow Leap ‘N Learn mats, other color Leap ‘N Learn mats and scarves to match (1 scarf p/child)
-  Yellow mats in one corner of the room as the beehive with other mats scattered around the dance space:



- 
 - Make sure there are two to three mats for each color scarf being used.
 - Place the yellow mats out first and sit with dancers in the ‘beehive’ while the assistant places the other color mats out.
 - Explain that we are honeybees working together to collect nectar from flowers to make honey. Students will fly around the garden and leap or jump over the mats that match the color of their wings, then fly back to the beehive to swap wings and visit different flowers.
 - If you have a class where students are fixated on a particular color (e.g. pink) then avoid using that color. It’s also handy to have a spare scarf in each color on hand (near the beehive, or tucked into your waistband) just in case.
- 
 - Exercise set up: “What color flowers has [assistant name] planted?”
 - Handing out scarves: “Ok honeybees, time to find out which flowers we need to visit first. Close your eyes and hold out your hands.” [give a scarf to each child].
 - Turning on music: “Ok honeybees, let’s ‘bzzz’ to show we’re ready to fly! Watch where you’re flying so we don’t have any mid-air crashes!”
 - During the exercise: “Leap/jump over the flowers that match your wings”.

Exercise:

- Students dance freely in space leaping mat that match their scarf.
- “Back to the beehive!” – students fly to the beehive. Once all bees have returned, ask them to swap scarves with a bee who has a different color.
- “Back to work honeybees!” – students leave the beehive to collect more nectar.
- Repeat.

Progressions & Variations

Call out cues, for example:

- “Now we are backwards flying bees”
- “Show me how you can fly in a curvy pathway”
- “This time our bees have to fly down low”

Transitions:

“Look at all the honey we collected! Let’s make honey sandwiches. Pick up one mat for the bread; put your scarf on top as the honey. Yum! Let’s put our sandwiches ... [on the table, in the picnic basket etc.]”.