

CREATIVE DANCE TALES

LESSON PLAN 2 | THE WOLF AND PETER: creating the character of THE WOLF

MOVEMENT FOCUS | Use of different **PARTS** of the **BODY** in isolation and how to create 'TABLEAUX'

LEARNING OUTCOMES

- Express the character of **THE WOLF** using different **PARTS** of the **BODY** in isolation
- Move on contrasting levels and create varied **FREEZE SHAPES** as part of **THE WOLF PACK** tableau
- Work with peers to explore and create together
- Perform a **WOLF DANCE** with confidence and control

RESOURCE MATERIALS

- **VISUAL MATERIAL** | CoisCéim Dance Theatre **THE WOLF AND PETER** and **WOLVES'** images
- **MUSICAL INSTRUMENT** | Drum or percussion instrument
- **MUSIC** | Clyde Valley Stompers "PETER AND THE WOLF" REMEMBERING 1962 | DJ Slam "PETER AND THE WOLF RE-MIX" | Fireflies "OWL CITY" NOW THAT'S WHAT I CALL MUSIC! 75

IN THE CLASSROOM

- In preparation, briefly recap the story of **THE WOLF AND PETER** and recall **PETER'S DANCE** in Lesson 1
- Show visual material of **THE WOLVES** to generate interest, excitement and ideas. ***What are the wolves doing? Are they lying, standing, or moving - how?***

1. INTRODUCTION

The story begins with **PETER** playing in a **BIG** field...meanwhile the **WOLVES** are in the forest nearby....they are curious, intelligent, sharp and physically powerful. They enjoy playing and have a lot of energy.

But first – we are going to warm-up our bodies so we are ready to dance!

2. WARM-UP

MUSIC | Clyde Valley Stompers “PETER AND THE WOLF” REMEMBERING 1962

As in Lesson 1. invite the children to copy exactly what you do. Repeat warm-up similar to Lesson 1. Add rotational movements to focus attention on how **PARTS** of the **BODY** can move in isolation.

To music:

- Clap to the beat. Clap 4 beats high – 4 beats low, 4 beats right and 4 beats left
- Tap the beat on parts of body from head to toe: 8 taps head, 8 shoulders, on one arm/other arm, stomach, back, hips, legs, knees, feet – name **PARTS** of the **BODY** as you go. Repeat with 4 taps, 2, 1
- Continue with rotation of hands, shoulders, head, arms, hips, knees, legs, and ankles
- Twisting with feet together – right and left. Repeat twists with feet wide apart
- Jump with 2 feet together – right and left, then forward and back
- Hop – right and left, then forward and back. Repeat on other foot

USING BODY PARTS: WOLF MOVEMENTS

Teacher demonstrates 3-4 **WOLF MOVEMENTS** - hands become claws, drop low to floor like a wolf, lunge and reach out with your paws, stretch upwards as if howling.

In silence or slow beat of a drum, invite children to:

- Stretch in different lunges – forward or side, touch floor with both hands and feet
- Repeat stretches with one hand and foot touching
- Crawl on hands and feet into a space at low or medium level

SAMPLE QUESTIONS to prompt **WOLF MOVEMENTS**:

- ***Can you roll sideways then crawl?***
- ***Can you use different parts of your body to support yourself as a wolf?***
- ***Are there other ways a wolf might move low to the ground?***

3. CREATIVE ACTIVITIES

MUSIC | DJ Slam “PETER AND THE WOLF RE-MIX”

TRANSFORMATION INTO THE WOLF!

Children spread out and face front towards teacher. Guided by teacher demonstration, children practise transforming into a wolf slowly - **let's start with our hands and fingers...**

- **CLAWS & PAWS**
Circle hands – and slowly move fingers (like playing the piano) to become claws. Reach arms forward, side and lift elbows
- **LEGS**
Bend legs and touch the floor with one claw, then the other
- **HEAD, NOSE, EARS & TEETH**
Circle the head, use the hands/fingers to describe the shape of the nose, teeth, how the ears are growing. Change expression into a fierce wolf!
- **SHOULDERS and BACKS**
Is your fur growing? Circle one shoulder then the other, bend legs to support - arch back and stretch into 'howling' position

Repeat and practise to the vocal introduction of the music. Encourage individuality and compliment imaginative/expressive abilities.

CREATE AND PRACTISE THE WOLF DANCE

Now everyone is transformed into a wolf we can create our WOLF DANCE. Remember the WOLF is very agile and strong.

Demonstrate and break down each action slowly:

- Stand with feet apart, arms/hands in claw shape in front of body. Execute three tuck jumps lifting knees up (2 feet to 2 feet) turning to side right, left, right. Spin one full turn on left foot – anticlockwise, end face front (8 beats)
- Reach arms/claws up (on toes) and down twice, end in crouch position (8 beats)
- Place hands flat on floor, shoulder distance apart. Put weight on hands and kick legs – one at a time in air. Keep legs bent and land softly (4 beats)
- Finish with an individual WOLF FREEZE SHAPE with arms/claws out (4 beats)

DEVELOP WOLF PACK TABLEAUX

After all that playing the wolves return to their families – perhaps they heard someone coming towards them? Could it be PETER?

What is a family of WOLVES called? Refer to **WOLVES** image cards. Ask the children to create their own photograph of a family of WOLVES. Explain that in dance this is called a TABLEAU. Refer to the FREEZE SHAPES in Lesson 1.

To maximize understanding, this task may be guided by the teacher using a volunteer group first. Divide the class into groups of 4-5 children. Each **WOLF** creates an individual FREEZE SHAPE as part of **THE WOLF PACK**. ***Are you frightened, alert, protective, curious, warning others of danger?***

The TABLEAU should include FREEZE SHAPES at low, medium and high levels that are facing different directions:

- 1-2 children floor - lying/crouched
- 1-2 children medium - lunge/kneeling
- 1-2 children high - legs bent, reaching up/out

4. PRACTISE TOWARD PERFORMANCE

MUSIC | DJ Slam “PETER AND THE WOLF RE-MIX”

Now we are going to link the **TRANSFORMATION, WOLF DANCE, WOLF MOVEMENTS** and **TABLEAU** together.

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|----|-----------------------|---|--------------------------|
| 1. | WOLF TRANSFORMATION | - | Vocal introduction |
| 2. | WOLF DANCE repeat x 2 | - | Music / rhythmic section |
| 3. | WOLF MOVEMENTS | - | 2nd vocal section |
| 4. | WOLF PACK TABLEUX | - | 2nd vocal section |

Start from the beginning and allow time for the children to practise all elements 1 – 4 in the correct order to the music. Teacher assists when necessary.

5. PERFORMANCE, OBSERVATION and FEEDBACK

MUSIC | DJ Slam “PETER AND THE WOLF RE-MIX”

Consult ASSESSMENT SECTION in TEACHERS’ NOTES on organising children to perform/observe.

Encourage every child to be expressive as they perform their WOLF DANCE.

SAMPLE QUESTIONS for the observers about the different transformations and tableaux created:

- ***Can you list the body parts that represent the WOLF?***
- ***List how many levels did you observe in the WOLF dance?***
- ***Can you list the movements that turned – at what point in the dance did they take place?***

SAMPLE QUESTIONS for the performers:

- ***How did you feel when you were transforming into a WOLF!***
- ***Describe how you feel as WOLF when you are in the tableau?***

6. COOL DOWN

MUSIC | Fireflies “OWL CITY” NOW THAT’S WHAT I CALL MUSIC! 75.

Children find a space on their own and curl into a ball on the floor.

Slowly stretch out on floor to lie on back or stomach.

Relax body and close eyes, and listen to music 1 -2 mins.

Slowly sit up with legs outstretched. Move to a crouch position and slowly stand up stretching arms overhead. Breathe slowly in and on breath out, lower arms.

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