

# Unit 1 – Lesson 7: Different dynamics

**Objective:**

Students experience different dynamics.

**Organiser:**

Performance

**Useful vocab:**

Tip Toe, stomp, hop, extend, spokes, freestyle, splash, flowing movement qualities

**You will need**

CD 1; Video Camera (optional)

## WARM-UP

CD 1: TRACK 14

### Tip Toe Tip Toe

By Barbara Snook. Music by Mark Leehy & Kevin O'Mara

Move the way the words tell you to move.

- 1 Tip toe tip toe  
This is the way the fairies go



- 2 Stomp stomp stomp stomp  
Moving like a big gallomp



- 3 Ho ho ho ho  
Santa rubs his tummy so



- 4 Tweet tweet tweet tweet  
Little birdie wants to eat



- 5 Easter bunny hops around  
And yet she never makes a sound



Repeat from beginning

## STRETCHING

Stand with feet apart.

Stretch right arm above head and lean slightly to left to increase stretch, left hand on hip.

Repeat to other side



## DANCE: Different dynamics

CD 1: TRACK 15

### Water Ballet

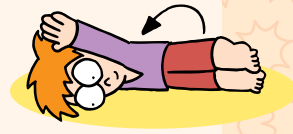
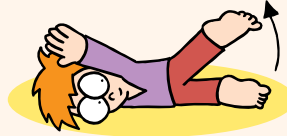
All students lie in a circle on the floor, feet pointing into the middle, arms out to side linking with people either side.

- 1 Leader sits up with arms above head.  
One at a time, around the circle, students copy.

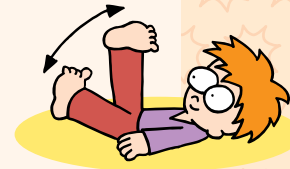
When all are sitting, arms above heads, all lie back on ground, arms out behind heads.



- 2 All roll over in direction of right shoulder in time to music.  
All bend left knees, then extend left leg into air.  
Replace on floor.  
*Repeat with right knee*



- 3 Splash with straight legs moving up & down to music.  
Leader stands with hands above head in preparation for dive position.  
All follow, one at a time (continuing to splash until it is their turn).  
When all are standing, pretend to swim freestyle into centre of circle until all right hands are touching – like spokes of wheel.



- 4 Everyone turns around, swims back to place, holding nose with right hand, left arm in air, going under water by sinking to floor.



- 5 Finish by lying back down with arms linked as in beginning.

**HINT:** Rather than *counts* for this ballet, students need to be aware of when everyone is moving together.

**NOTE:** When students are confident, film them (standing on a ladder, looking down on students – to show flowing movement & floor formations).  
This could initiate discussion on movement qualities & formations.

## RESPONDING

Watch the video of your performance.

The questions will still apply if you are unable to film the performance.

*Where could you see flowing movement qualities?*

*Who could tell that you were pretending to be swimming in a water ballet?*