

# **DANCES AROUND EUROPE**

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## TEACHING NOTES

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	The dance of Catalonia, "Sardana"		
<b>SESSION</b>	1	<b>Timing</b>	60'

### INTRODUCTION:

Begin the lesson explaining briefly the unit's content, what pupils work on through the unit and what they learn at the end of the process

ACTIVITIES	RESOURCES
<p><b>Activity 1</b> First of all, tell pupils that they are going to see a power point presentation where they can see the first country that we are going to work with. Show pupils Catalonia PPT slide 1: "What do you know about Catalonia?"(See support teaching resources). Pupils answer the question saying different things that they know about the country. The teacher writes on the blackboard words from the brainstorm.</p> <p>Then, show PPT slide 2, where pupils can read the main information about the country. Teacher encourages pupils to read one sentence each one.</p> <p>Show PPT slide 3 and ask pupils if they know how is the flag of Catalonia, when the national day is, the national anthem and the main festivity.</p> <p>After that, ask the students What is the typical dance of Catalonia? After the students' answer show PPT slide 4 and check if their response is correct.</p> <p>Tell students that in this unit they are going to learn the main features of the country and above all the dance of the country.</p>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Projector</li> </ul>

### **Activity 2**

- Worksheets(1,2,3)

Stick on the blackboard the “word bank” to introduce the vocabulary related to the worksheet.

Represent the actions by miming the vocabulary.

Then give the children the text about Catalonia and the fact file worksheet(student’s worksheet 1, 2 and 3)

Students read the information about the “sardana” and then they complete the fact file.

When they finish, read altogether to check if the exercise is correct.

### **Activity 3**

#### ***PE Warm up:***

Teacher explains that it’s very important to warm the body before dancing .Children stand in a ring and they feel their heart beat and take note of their breathing. They identify that their breathing is calm and that their heartbeat is steady.

Ask the class to run around the playground in a specific way (this can be as cars, swimmers...).

They can move in different directions.

After 3 minutes they stop.

#### ***Wind down:***

Ask them to stand still and feel their hearts again, noting their breathing.

This will be deeper, faster with faster heartbeats.

After that, explain the purpose of the increased heartbeat.

Tell children that because they made an effort their heartbeats are increased.

### **Activity 4**

- Worksheet (4)

Hand out copies of worksheet “Can you feel the beats of your heart?”(Student’s worksheets page 4).

Read the activity and ask pupils to write if the sentence is true or false.

Check the answers reading aloud altogether.



**Wind down:** Pupils will form a massages chain in order to relax themselves and they will also listen to soft music.

### Activity 3

Begin the activity with the sentence bank that pupils need in order to understand the Catalan dance (student's worksheet 7). Pupils should understand the following sentences:

*Let's make a circle*

*Left/right food forward*

*Left/right food backward*

*Cross in front of the right/left leg*

*Cross behind the right/left leg*

*Back in the starting position*

*Move one place*

Then, students watch a video about the Catalan dance, "sardana" in the YouTube website ( student's worksheet 8), they should speak with a partner about the questions related to the dance and finally, dance to the music.

Alter that explain the short steps of the dance.

Sardana starts in this way:

Pupils make a circle,

Join hands,

then put your left food forward

and back again

Put your right food back and the left food cross in front of the right food.

Then, the right food forward and back again

The left food back and the right food cross in front of the left food.

Back in the starting position.

Move one place to the left.

- Computer
- YouTube website
- Worksheet 7
- Worksheet 8

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	The dance of Catalonia, "Sardana"		
<b>SESSION</b>	3	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson two

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Pupils have a worksheet (student's worksheet, 9) where they have to unscramble the different sentences related to the Catalan dance. When pupils finish the work the activity will be corrected altogether and the teacher asks the students if they remember how to dance the short steps of the Catalan dance.</p> <p><b>Activity 2</b> In this activity the pupils play a game in order to improve their expression to represent feelings (<i>happy and grumpy</i>).</p> <p><b>PE Warm up:</b> Divide the class in two groups, the happy and the grumpy. The happy group should do light and springly steps and the grumpy group should do slow, heavy steps. Happy and grumpy steps must be learned by all the pupils before the activity begins.</p> <p>All the pupils move around the playground to the music. Whenever they meet another dancer who is dancing the opposite steps to themselves (i.e. a happy dancer meets a grumpy dancer) they must stand still, shake hands and swap movements. Then, the happy dancer becomes grumpy and vice versa. They should keep moving around the playground, exchanging steps and moving again until the music stops.</p> <p><b>Wind down:</b> After the game, pupils go inside the classroom and they do the worksheet <i>Draw your face</i> ( student's worksheet 10) ( this activity can be used in order to assess them and check if they understand the meaning of <i>happy and grumpy</i>)</p>	<ul style="list-style-type: none"> <li>• Worksheet (9)</li> <li>• Worksheet (10)</li> </ul>

### Activity 3

Begin the activity by saying a sentence related to the sardana (i.e. e.g. make a circle) pupils should represent correctly the action.

Then, the students watch the video of the sardana in the YouTube website again in order to learn the long steps. (Student's worksheet 11) They will also speak with a partner about the questions related to the dance and finally, dance to the music.

Pupils make a circle,  
Join hands but with the hands raised  
then the left foot forward  
and back again  
then the right foot forward and back again and then repeat  
the left foot forward and cross in front of the right foot.  
Then, the right foot forward  
and back again  
then the left foot forward and back again and then repeat  
the right foot forward and cross in front of the left foot.  
Back in the starting position and do the same.

Sardana can be difficult, with more steps. The teacher introduces the main steps of the sardana in order that pupils know the main part because there are only 4 sessions to learn it.

- Computer
- YouTube website
- Worksheet 11





**Activity 3**

Pupils dance the sardana with both steps, the short ones and the long ones and then, speak with a partner about the questions related to the dance.

- Worksheet( 14 )

**Activity 4**

This Worksheet (student's worksheet, 14) will be used as an assessment to check the knowledge of the students about the catalan dance.

This activity is to conclude the first dance.

- Worksheet( 15 )

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Greek dance 'Misirlou'		
<b>SESSION</b>	5	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by explaining briefly the unit's content, what pupils work on through the unit and what they will learn at the end of the process

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> First of all, tell pupils that they are going to see a power point presentation where they can see the second country that they are going to work with.</p> <p>Show pupils Greece Ppt slide 1(see support teaching resources). Pupils need to guess what country is reading the riddle that appears on the screen. Let pupils think about what country could be. After a short time, show students the answer: Greece Show pupils where Greece is located and tell them that it is one country of Europe.</p> <p>Then, show Ppt slide 2, where pupils can read the main information about the country. Teacher encourages pupils to read one sentence each one.</p> <p>Show Ppt slide 3 and ask pupils if they know something related to the country. Show them the main information in slide 3.</p> <p>Ask the students if they know any dances related to Greece and then show them Ppt slide 4 where they can read the information about the dance they are going to learn: Misirlou</p> <p>Tell students that in this unit they are going to learn about some features of the country and of course, the dance of the country.</p>	<ul style="list-style-type: none"> <li>• Ppt</li> <li>• Projector</li> </ul>

### Activity 2

Stick on the blackboard the "word bank" to introduce the vocabulary related to the worksheet( student's worksheet,16)

Represent the actions by miming the vocabulary.

Give the children the text about Greece and the worksheet (student's worksheets17, 18) .Students read the information about the country and then fill in the diagram.

They complete the boxes with the information and also write two things about the Greek dance, *Misirlou*.

When they finish, read altogether to check if the exercise is correct.

- Worksheets ( 16,17,18)

### Activity 3

In this activity the students recreate a dance through a story in order to develop mental and physical creativity.

**PE Warm up:** Students sit in a circle and the teacher explains how a dance story works. Students listen to music and then the teacher says the theme of a story (in this case, a toy shop). Students should imagine one character from the toy shop. Imagine it can move. What could it do in the shop? What movements could it make in time to the music?

Students think about the movements they might make then ask one or two to demonstrate how they will move. Tell them that there is no talking but the movements must explain the story. You can use ballet stories that they may know, or fairy stories that they can identify with, and ask how they might show a feeling in their movement.

The story is: *THE TOY SHOP*- the pupils are toys sleeping, they need to choose one character. They wake up at night and something happens (they have to imagine what happens). They finish by going back to the toy shop and fall asleep again.

**Wind down:** After the activity ask students what character they chose and why. Ask them also what happened in the toy shop.

Students use the following vocabulary:

I am a...Greek doll, car, ball, puppets, robot, board games, power ranger, action man, a footballer...

Because...it's nice,funny,friendly, fast, useful

- Cd player
- Music
- Worksheets (19,20)

Then students do the worksheets *The toy shop and my toy shop* (student's worksheets 19, 20).

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Greek dance 'Misirlou'		
<b>SESSION</b>	6	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson five doing mime and gestures and students should guess

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Students do the word search (student's worksheet 21), where they have to find the words on the square related to the Greek dance, Misirlou( see the solutions to the word search below)</p> <p><b>Activity 2</b> Introduce the vocabulary needed to do the activity (run, trot, gallop, skip, hop) by miming. Then explain that the exercise is called <i>Dance to music</i>; students will develop the ability to recall movement. <b>PE Warm up:</b> Teacher selects a piece of music that suggests a type of dance (rock'n'roll, salsa, African drumming, etc). Plan a dance floor pattern from lines to circles and back to lines. It can be diagonal, snaking, two circles one inside the other etc. Use linking steps to get the pupils from one position to another. Example: 8 counts galloping in the circle, move to the snaking floor and do 16 counts skipping, etc. Students should do the different steps according to the music, so if it is slow music they need to do the steps slowly but if it is quick music they need to do the steps quickly. <b>Wind down:</b> Students go to the classroom and do the worksheet <i>Dance to the music</i> (student's worksheet 22) in order to check if the students remember the actions.</p>	<ul style="list-style-type: none"> <li>• Worksheet 21</li> <li>• Worksheet 22</li> </ul>
<p><b>Activity 3</b> Begin the activity with the sentence bank that pupils need in order to understand the Greek dance (student's worksheet 23). Pupils should understand the following sentences:</p> <p><i>Let's make a line</i> <i>Left/right foot behind</i> <i>Left/right foot cross</i> <i>Left/right foot next to</i> <i>Left/right foot in front of</i></p>	<ul style="list-style-type: none"> <li>• Worksheet 23</li> <li>• Worksheet 24</li> <li>• Computer</li> <li>• YouTube website</li> </ul>

*Two steps right/left*  
*Start again*

Then, students watch a video about the Greek dance, "Misirlou" in the YouTube website ( student's worksheet 24) and after the dance, speak with a partner about the questions related to the dance.

Explain the steps of the dance.

Misirlou goes like this:

Pupils make a line,

Then, the left foot crosses behind the right foot

And then the right foot, next to the left foot.

Alter that, the left foot crosses in front of the right foot.

The right foot goes two steps to the left

Then, the left foot two steps to the right

And then start again from the beginning

The steps are quickly but they are not difficult.

### WORD SEARCH SOLUTION

```
+ + + + + + + + + +  
B + + + + + C + + +  
+ E M I S I R L O U  
T + H + + F O + + +  
T O + I R + S + + +  
F + O O N P S + + +  
E + N F E D + + + +  
L T + T + T H G I R  
+ + S + + + + + + +  
+ + + + + + + + + +
```

(Over,Down,Direction)

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BEHIND(1,2,SE)  
CROSS(7,2,S)  
FOOT(4,7,NW)  
FRONT(6,4,SW)  
LEFT(1,8,N)  
MISIRLOU(3,3,E)  
RIGHT(10,8,W)  
STEP(3,9,NE)
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<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Greek dance 'Misirlou'		
<b>SESSION</b>	7	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson six asking questions to the students

<b>ACTIVITIES</b>	<b>RESOURCES</b>				
<p><b>Activity 1</b> Pupils have a worksheet (student's worksheet, 25) where they have to decide which word is the odd one. In each sentence there is one word that shouldn't be there. When pupils finish the work the activity will be corrected altogether and the teacher asks the students why they chose that word.</p> <p><b>Activity 2</b> Show the students the worksheet <i>Rumble through the jungle</i> with the vocabulary needed to do the next activity( student's worksheet 26)</p> <p><b>PE Warm up:</b> Represent the actions by miming and the students repeat them. Students go to the playground and tell them that they must imagine they are in a jungle, discuss the obstacles that they may encounter (wild animals, cliffs, rivers, fallen trees, etc). Set the pupils the task of moving around the playground using movements that go: under, behind, in front of, in, over, through. They must then spend some time in small groups planning their route around the playground and what types of movements they will select. <b>Wind down:</b> Each group explains their route. Pupils can use the following vocabulary:</p> <table border="1" data-bbox="151 1608 906 1783"> <tr> <td>We can see a</td> <td>Cliff Fallen tree river wild animal</td> <td>and we pass</td> <td>under in front behind over .....</td> </tr> </table> <p>After the game, students do the worksheet 26(student's worksheet 27) where they try to remember the prepositions done during the game.</p>	We can see a	Cliff Fallen tree river wild animal	and we pass	under in front behind over .....	<ul style="list-style-type: none"> <li>• Worksheet 25</li> <li>• Worksheet 26</li> <li>• Worksheet 27</li> </ul>
We can see a	Cliff Fallen tree river wild animal	and we pass	under in front behind over .....		

**Activity 3**

Begin the activity by saying a sentence related to the Misirlou (i.e. e.g. make a line) pupils should represent the action correctly.

Then, the students watch the video of the Misirlou in the YouTube website again, speak with a partner about the questions related to the dance and finally, dance to the music.

( student's worksheet 28)

- Worksheet 28
- Computer
- YouTube website



<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Greek dance 'Misirlou'		
<b>SESSION</b>	8	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson seven doing mime and gestures and students should guess

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Pupils have a worksheet (student's worksheet, 29) where they have to classify sentences in the sardana dance or in Misirlou dance. When pupils finish the work the activity will be corrected altogether.</p>	<ul style="list-style-type: none"> <li>• Worksheet 29</li> </ul>
<p><b>Activity 2</b> Show the students the worksheet <i>Moonlanding</i> with the vocabulary needed to do the next activity( student's worksheet 30) <b>PE Warm up:</b> Represent the actions by miming and the students repeat them. Students go to the playground and they must move slowly, as if floating in space. They land on the moon and must negotiate the various craters, sand other obstacles that they may invent. In small groups will invent ways of going over, under, through, and the teacher observes their movements. Students use the following movements: <i>jump, roll, stretch, walk</i>( presented in this lesson) and they can use other movements presented in the previous lessons such as <i>run, trot, gallop, skip and hop</i>. Ask each small group to demonstrate their journey. Select a few movements from those performed and structure them one after the other to form a movement sequence. Keep a simple structure, 4 times each movement, as it is easier to remember. Students will use the following vocabulary: Example: <i>First we jump, then we trot, then skip and finally we hop</i></p>	<ul style="list-style-type: none"> <li>• Worksheet 30</li> </ul>

**Activity 3**

Students dance Misirlou (student's worksheet 31). This time they will dance with the music but they won't watch the dance on the YouTube website. In this way, the teacher can see if they remember the steps. They should answer two questions related to the dance.

**Wind down:** Pupils lie down on the floor and imagine they are walking on the moon.

- Worksheet 31
- Computer
- YouTube website

**Activity 4**

This Worksheet (student's worksheet, 32) will be used as an assessment to check the knowledge of the students about Greece and the Greek dance.

This activity is to conclude the second dance.

- Worksheet 32

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Danish dance ' The Danish greeting dance'		
<b>SESSION</b>	9	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by explaining briefly the unit's content, what pupils work on through the unit and what they learn at the end of the process

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Tell pupils that they are going to see a power point presentation where they can see the third country that they are going to work with.</p> <p>Show pupils Denmark Ppt slide 1(see support teaching resources). Pupils need to guess what country it is after reading the different sentences. In each sentence they need to know the letter of the alphabet. Let students say the letter and then show them if they are right or wrong. At the ends pupils will read DENMARK.</p> <p>Show Ppt slide 2, pupils will see where Denmark is located and tell them that it is another European country.</p> <p>Then, show Ppt slide 3, where pupils can read the main information about the country. Encourage pupils to read one sentence at a time.</p> <p>Show Ppt slide 4 and ask pupils if they know something related to the country. Show them the main information in slide 4.</p> <p>Ask the students if they know any dances related to Greece and then show them Ppt slide 5 where they can read the information about the dance they are going to learn: THE DANISH GREETING DANCE.</p> <p>Tell students that in this unit they are going to learn about some features of the country and of course, the dance of the country.</p>	<ul style="list-style-type: none"> <li>• Ppt</li> <li>• Projector</li> </ul>

**Activity 2**

Stick on the blackboard the “word bank” to introduce the vocabulary related to the worksheet( student’s worksheet,33)  
Represent the actions by miming the vocabulary.  
Give the children the text about Denmark and the worksheet (student’s worksheets 34, 35) .Students read the information about the country and then correct the mistakes in the sentences where the information is wrong.  
When they finish, read altogether to check if the exercise is correct.

- Worksheets (33,34,35)

**Activity 3**

Give pupils the worksheet *Mission in the city of Denmark* (student’s worksheet 36) and read altogether the vocabulary in order to check if the students understand the words related to the city.

**PE Warm up:** Pupils go the playground and the teacher asks the class to run around as if they were on a mission in the city of Denmark. They must circle the playground; use the corners of it and anywhere else. Give the class suggestions as to what obstacles they may encounter as they are on the mission. For example, in this case, they are in the city of Denmark and they may encounter *cars, buildings, Danish people, lifts, doors, pedestrian crossings, traffic lights, bikes, trucks, motorbikes, etc.*  
Pupils can imagine his/her favourite hero and run as if they were it. Each one can imagine their own city and the different things, said above, that they can find.  
Ask them to begin running around as soon as the music starts.

- Cd player
- Music
- Worksheet 36

The objective of this activity is to run and get warm.

**Wind down:**

At the end, students will sit down and explain the city that they have imagined. They should use the following vocabulary:

First, I see a...	Door, car, building, Danish, lift, door,
Then, I see a..	pedestrian crossing, traffic light, bike,
After, I see a..	truck, motorbike
Finally, I see a	

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Danish dance ' The Danish greeting dance'		
<b>SESSION</b>	10	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson nine doing mime and gestures and students should guess

ACTIVITIES	RESOURCES
<p><b>Activity 1</b> Students write the description of a picture where they see a traditional Danish dance (student's worksheet 37). They should describe how many people are there or what they are wearing. Students should use the following vocabulary: <i>In the picture I can see.....</i> <i>There is a.....she/ he is wearing.....</i> <i>There are.....</i></p>	<ul style="list-style-type: none"> <li>• Worksheet 37</li> </ul>
<p><b>Activity 2</b> Introduce the vocabulary needed to do the activity (<i>digging the garden, talking on the telephone, driving, milking a cow, dancing</i>) with the worksheet ( student's worksheet 38) called <i>Movement machine</i> where they can see the pictures next to the sentences in order to understand the vocabulary. Then explain the exercise. <b>PE Warm up:</b> This task involves creating movements from a suggested theme and repeating that movement over and over. The various movements are linked together and form a machine using repetitive movement sequences. Ask the class to choose one of these actions: <i>digging the garden, talking on the telephone, driving, milking a cow or dancing</i>. Ask them to choose two movements that can be formed together such as <i>driving and looking behind</i>. The two movements must be practised and repeated over and over to music. Pupils make small groups and form a machine using the repeated movements from each child. They have the task of linking their movements together. Use a rhythmical piece of music and develop the idea of the movements transforming into dance. The machine will work as the music plays and shut down when the music is stopped. <b>Wind down:</b> Pupils sit down on the floor and explain the movements they did during the exercise</p>	<ul style="list-style-type: none"> <li>• Worksheet 38</li> <li>• Cd player</li> <li>• Music</li> </ul>
<p><b>Activity 3</b> Begin the activity with the sentence bank that pupils need in order to understand the Danish dance (student's worksheet 39). Pupils should</p>	<ul style="list-style-type: none"> <li>• Worksheet 39</li> </ul>

understand the following sentences:

*Clap your hands*

*Stamp your feet*

*Bow*

*Turn around*

*Face centre*

*Circle right*

*Circle left*

Then, play the music and show the students how to dance. You can download the music of this dance in the following site:

<http://beemp3.com/download.php?file=15346&song=Danish+dance+of+greeting>

After that, the students will dance.

The Danish greeting dance goes like this:

Firstly, clap your hands twice and bow

Repeat again the same action

Then, stamp your feet twice in place, facing center( stamps are slow)

Turn around in place with four running steps( repeat all the parts again)

After that, all face centre and join hands and then, circle left with 16 running steps

Then, circle right with 16 running steps.

After that, repeat again once more.

This dance is very easy, you can use it with young children or if you have altogether the old and the young children.

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	A Danish dance ' The Danish greeting dance'		
<b>SESSION</b>	11	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson ten doing mime and gestures and students should guess

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Introduce the vocabulary needed to do this session with a worksheet (student's worksheet 40). Show the students the vocabulary doing the action and then they should repeat them. After that, give out the worksheet <i>Move around</i> (student's worksheet 41) where they will read the poem altogether and then they do the actions.</p>	<ul style="list-style-type: none"> <li>• Worksheet 40</li> <li>• Worksheet 41</li> </ul>
<p><b>Activity 2</b> Give out the worksheet <i>Order the poem</i> (student's worksheet 42). Cut the different lines of the poem with a scissors and give them to the students. They should put in order. Then, they think about the questions. They should notice that there are several clues that help them to put the poem in order: <i>first, then, after that and finally</i>. Play music with a Cd player (some kind of modern music that children like) and say the different actions of the poem. The students will do the actions following the rhythm of the music.</p>	<ul style="list-style-type: none"> <li>• Worksheet 42</li> </ul>
<p><b>Activity 3</b> Give the worksheet <i>Create a poem</i> to the students (student's worksheet 43). They create eight lines of their own poem. They should use the different actions of the poem or more physical actions that they know. After that, each student will read his/her own poem and the rest of the class will do the action.</p>	<ul style="list-style-type: none"> <li>• Worksheet 43</li> </ul>
<p><b>Activity 4</b> Pupils dance the Danish dance of greeting and after that they do the Worksheet (student's worksheet, 44). It will be used as an assessment to check the knowledge of the students about Denmark and the Danish dance. This activity is to conclude the third dance.</p>	<ul style="list-style-type: none"> <li>• Worksheet 44</li> </ul>

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	An Irish dance 'Irish Washerwoman dance'		
<b>SESSION</b>	12	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by explaining briefly the unit's content, what pupils work on through the unit and what they learn at the end of the process.

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Tell pupils that they are going to see a power point presentation where they can see the last country that they are going to work with.</p> <p>Show pupils Ireland Ppt slide 1 and 2(see support teaching resources). Pupils look at the pictures for a moment.</p> <p>Show Ppt slide 3, pupils think about what of the countries that appears on the Ppt should be.</p> <p>Then, show Ppt slide 4, where pupils can see the question <i>Why?</i> They explain what country they think it is and why. For example: <i>I think it is Ireland because there are castles or I think it is France because it is green.</i></p> <p>Show Ppt slide 5, where they can see that the country is Ireland.</p> <p>Show Ppt slide 6, where pupils can read the main information about the country. Teacher encourages pupils to read one sentence each one.</p> <p>Show them Ppt slide7 where they can see the main information about the country.</p> <p>Ask the students if they know any dances related to Ireland and then show them Ppt slide 8 where they can read the information about the dance they are going to learn: IRISH WASHERWOMAN DANCE.</p> <p>Tell students that in this unit they are going to learn about some features of the country and of course, the dance of the country.</p>	<ul style="list-style-type: none"> <li>• Ppt</li> <li>• Projector</li> </ul>



### Activity 2

Stick on the blackboard the "word bank" to introduce the vocabulary related to the worksheet( student's worksheet,45)

Explain the vocabulary giving examples and with flashcards or pictures.

Give the children the text about Ireland and the worksheet (student's worksheets 46, 47) .Students read the information about the country and then, they have to make complete sentences about the country with the information that they have in the chart.

When they finish, read altogether to check if the exercise is correct.

Tell students that in the next activity they will dance *BATUKA*.

- Worksheet 45
- Worksheet 46
- Worksheet 47

### Activity 3

This activity is called *Watch wait and repeat*.

**PE Warm up:** Watch a short section of the video chosen. ( In this case, *Batuka dance*. You can find the dance in the YouTube website:

[http://es.youtube.com/watch?v=Z\\_a5NJeKaXs](http://es.youtube.com/watch?v=Z_a5NJeKaXs).

Pause the video and ask the pupils to try and recall any steps, positions or movements that they have seen. Allow them to review the video several times to achieve this.

(Only a short part such as the chorus). When the pupils have practised several times using the video as a support they try without the video, only with music, in order to check if they can remember the steps.

**Wind down:** Pupils sit down on the floor and they give their opinions.

Pupils will use the following vocabulary:

*I like the first step because....*

*I don't like the second step because...*

*I like this activity because...*

*I don't like this activity because...*

- Computer
- YouTube website

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	An Irish dance 'Irish Washerwoman dance'		
<b>SESSION</b>	13	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson twelve doing mime and gestures and students should guess

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Students match the sentences of the worksheet with the correct country (student's worksheets 48). When they finish, read altogether to check if the exercise is correct.</p> <p><b>Activity 2</b> Introduce the vocabulary needed to do the next activity (<i>Kick, high stretches, rolls and falls, leaps and run</i>) with the worksheet ( student's worksheet 49) using mime and gestures. Then explain the exercise.</p> <p><b>PE Warm up:</b> Students go to the playground and create a short dance or a piece of choreography. Ask the class to demonstrate a range of movements from sports. There are the following categories from which to Draw movements: Kicks- from football, rugby, judo, karate, etc. High stretches- from basketball goals, rugby catches, cricket catches, winning a medal in athletics, etc. Rolls and falls- from rugby tackles, saving a goal, landing from a high jump, martial arts, etc. Leaps- from long jumps, skateboarding, rollerblading, scoring basketball goals, etc. Running (not in a straight line) – as in football, hockey, basketball, etc. Select two or three movements from each category and ask the pupils to put these movements together in a sequence. Encourage them not to mime, but to make the type of movement that suggests the sport. When the sequences are worked out, play the music selected and allow the groups to perform their sequences using the full range of movements.</p> <p><b>Wind down:</b> Pupils sit down on the floor and explain the movements they did during the exercise. After that, students go to the class and do the worksheet <i>Sports match dance</i> (student's worksheet 50). Students complete the chart and speak with a partner about the actions worked.</p>	<ul style="list-style-type: none"> <li>• Worksheet 48</li>   <li>• Worksheet 49</li> <li>• Cd player</li> <li>• Music</li> <li>• Worksheet 50</li> </ul>

### Activity 3

Begin the activity with the sentence bank that pupils need in order to understand *Irish Washerwoman dance* (student's worksheet 51). Pupils should understand the following sentences:

Let's make a single circle

Facing centre

Walk four steps

Tap foot four times

Back out

Turn to face corner

Swing corner

Two-hand swing

Then, play the music and show the students how to dance. You can download the music of this dance in the YouTube website:

<http://es.youtube.com/watch?v=VFxMTn6hL-Y&feature=related>

After that, the students will dance.

Irish Washerwoman dance goes like this:

Firstly, partners make a single circle with hands joined and facing centre (if it is possible girls on boys' right).

Then, all walk four steps into the centre of the circle.

All, tap foot four times in rhythm with the music.

All back out four steps from the centre and turn to face corner.

Swing corner with a two-hand swing.

Promenade 16 counts, then face the centre ready to start again.

- Worksheet 51
- YouTube

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	An Irish dance 'Irish Washerwoman dance'		
<b>SESSION</b>	14	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson thirteen doing mime and gestures and students should guess

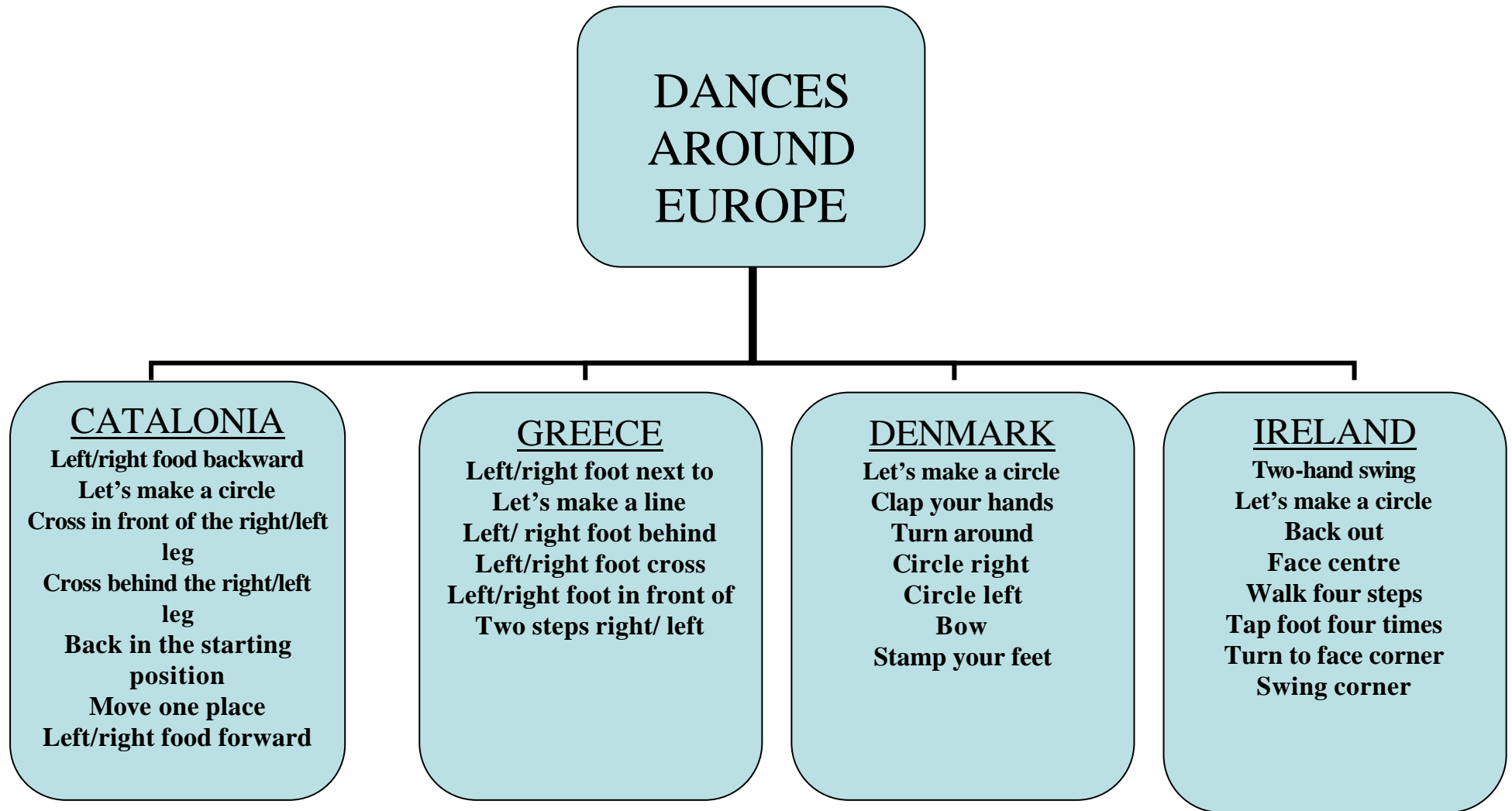
<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Pupils have a worksheet (student's worksheet 52, 53) where they have to classify different sentences related to all the dances worked during the lessons and write each sentence under the correct country. There are sentences which can be used in different countries such as <i>make a circle</i>. The activity is called <i>Tree diagram</i> because the worksheet is presented as a tree diagram. When pupils finish the activity it's been corrected altogether. (See the solutions to the tree diagram below).</p> <p><b>Activity 2</b> Introduce the vocabulary needed to do the next activity (<i>blow you up, string, flat little balloon, gust of wind, high, breaks free, breeze, swirling, prickly</i>) with the worksheet (Student's worksheet 54) using mime, gestures and a real balloon. Then explain the exercise. <b>PE Warm up:</b> This activity is called "Floating balloons". Tell pupils to imagine they are new balloons, not yet inflated, lying on the floor. They are blown up to full stretch, they can be round, pear-shaped or long balloons. They are on a string and floating gently in the air. They let go and float higher and higher and the wind blows them faster and faster. They eventually meet with a prickly bush and can either go bang! or thhhppptthp!, the pupils can choose. They finish by lying flat and floppy on the floor. Students will listen to a story and they have to do what it says. They also will listen to music meanwhile they act out the story. (See the story below) <b>Wind down:</b> Pupils lie down on the floor with the eyes closed and listen to the music again trying to imagine whatever they want.</p> <p><b>Activity 3</b> Students do the worksheet (student's worksheet 55) called <i>Floating balloons</i>. They have to listen to the story again and draw in each square what the story says. (It's possible to play the music meanwhile they are drawing the</p>	<ul style="list-style-type: none"> <li>• Worksheet 52,53</li>   <li>• Worksheet 54</li> <li>• Cd player</li> <li>• Music</li> <li>• Story</li>   <li>• Worksheet 55</li> </ul>

story).

**Activity 4**

Students dance *Irish Washerwoman dance*.

- Music
- Cd player or computer



## NARRATIVE FOR FLOATING BALLOONS

- 1- You begin as a flat little balloon, lying on the ground (MUSIC PLAYS).
- 2- Someone comes along and begins to blow you up (MUSIC PLAYS). Very slowly you fill with air and become bigger and bigger (MUSIC PLAYS).
- 3- You might be a round balloon, or a long thin balloon, which balloon are you? (MUSIC PLAYS and pupils form the shape of an inflated balloon).
- 4- Then you are floating along on a piece of string, bobbing very happily (MUSIC PLAYS).
- 5- Suddenly, there is a strong gust of wind, the string breaks free and you are floating higher and higher and higher up into the sky (MUSIC PLAYS, faster if it is possible) You are floating so high that you get caught in a strong breeze that sends you swirling around and around (MUSIC PLAYS).
- 6- Very soon, you begin to swirl so fast you are travelling towards a very prickly tree, you can't stop yourself (MUSIC PLAYS) you are spinning faster and faster towards the tree, you are going to pop (MUSIC PLAYS).
- 7- Then suddenly you crash into the tree and ( either they go Bang or thhhhhhhpppht! (MUSIC PLAYS)
- 8- You fall to the ground, and lie there, a flat little balloon (MUSIC PLAYS AND FADES).

*You can use Irish music to do the exercise*

<b>UNIT</b>	Dances around Europe		
<b>LESSON</b>	An Irish dance 'Irish Washerwoman dance'		
<b>SESSION</b>	15	<b>Timing</b>	60'

<b>INTRODUCTION:</b>
Begin the lesson by revising the vocabulary done in lesson fourteen asking questions

<b>ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>Activity 1</b> Pupils have a worksheet (student's worksheet 56) where they have to draw their favourite dance. They can choose among <i>Sardana</i>, <i>Misirlou</i>, <i>Danish dance of greeting or Irish Washerwoman dance</i>. Then, pupils describe their picture and the rest of the class has to guess what dance it is. Pupils use the following sentences: <i>There is/ are</i> <i>They are wearing...</i> <i>They are in a circle/ line...</i></p>	<ul style="list-style-type: none"> <li>• Worksheet 56</li> </ul>
<p><b>Activity 2</b> Students go to the playground and dance all the dances that they have learned during the lessons. They should identify the music of each dance so when the music plays they go in the correct position. This activity can be used as a general assessment of all the dances.( See the general assessment below)</p>	<ul style="list-style-type: none"> <li>• Cd player</li> <li>• Dances music</li> </ul>
<p><b>Activity 3</b> "Memory game"(See the cards below): Pupils work with the whole group. Two students (A, B) go out of the class. Give one card to the rest (there <i>are two cards of Catalan dance, two of Greek dance, two of Danish dance and two of Irish dance</i>). Students (A, B) come in and should find the couples. In turns, the students (A, B) point to different pupils in order to find the couples. The pupils have to perform the dance that they've got in the card. The first student (A, B) that finds the couples will be the winner. <i>e.g.: Student A points to "Maria". She performs the dance that she's got in the card, then student A points to "Joan" and he performs the dance that he's got in the card. If both dances are the same, one point to student A but if</i></p>	



*the dances are different is student's B turn.  
If you have a big class with many students you can do two  
different groups.*

**Activity 4**

Pupils do the Worksheet (student's worksheet 57). It will be used as an assessment to check the knowledge of the students about Ireland and Irish Washerwoman dance. This activity is to conclude the fourth dance.

- Worksheet 57

## GENERAL ASSESSMENT FOR DANCES

UNIT: DANCES AROUND EUROPE				
Name:	Session:	Class:	Date:	
DANCES	Sardana	Misirlou	Danish dance of greeting	Irish washerwoman dance
Can he/she do the following throughout the dance?				
1- Stand in the right place in the space				
2- Hold their partner properly				
3- Do the steps of this dance correctly				
4- Move according to the music				
Comments:				
TARGETS	E- Excellent	G- Good	OK- OK	N.I- Needs to improve

## MEMORY CARDS



*Images from flickr and wikipedia*