

Resources:

Blackboard and chalk (or similar); tube of toothpaste; music CD track 5

| Learning Objectives | Suggested Series of Activities - TUBE OF TOOTHPASTE | Points to Note |
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| <p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to demonstrate 'narrow' and 'wide' body shapes ■ to slide using 'push' and 'pull' ■ to combine sliding 'wide' and 'narrow' shapes <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to explore 'narrow' and 'wide' shapes of the body ■ to select and link shapes and 'sliding' in response to a visual stimulus <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to remember and refine a simple composition <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to be aware that the breathing rate increases as a result of vigorous exercise | <p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To put their hand on their chest and feel the speed of their breathing ■ To stretch different body parts as far away from each other as possible e.g. feet and hands; nose and fingers ■ To bounce on the spot; to bounce travelling ■ To put their hand on their chest and feel the speed of their breathing. <p>What has happened to it after the bouncing?</p> <p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To lie on their back and make a 'narrow' shape ■ To explore sliding in a narrow shape. Teach them to 'pull slide' and 'push slide' e.g. 'pull' from their hands and 'push' from their feet. If they can slide on their tummy ■ What is the opposite of 'narrow'?; can they show you? <p>Composition</p> <p>Talk with the children about how the toothpaste gets into the tube. Ask them to describe what happens when the tube is squeezed.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To create a dance which shows the toothpaste being forced into the narrow tube and then being squeezed out i.e. start 'wide', into 'narrow', into 'sliding' ■ To practise starting their dance as the music fades in and finishing it as the music fades away ■ If they want to add to the beginning or ending of the dance – what happens to the toothpaste before it enters the tube?; what happens to it after the teeth have been cleaned? ■ To practise and refine their dance ■ To perform a last 'perfect presentation' i.e. still starting position, all starting together and, when finished, remaining still until they are told to 'Rest' <p>Cool down and concluding activity</p> <p>Ask the children</p> <ul style="list-style-type: none"> ■ From standing, to very slowly move from 'narrow' shape into 'wide' shape, into 'narrow' shape.. ■ How and when they should clean their teeth | <ul style="list-style-type: none"> ■ encourage them to stretch whilst taking their weight on different, and different combinations of, body parts e.g. back; hands and feet ■ discourage long periods of sliding; keep pathways short ■ write key words on the blackboard ■ talk to the children about the 'beginning', 'middle' and 'end' of the dance ■ the pattern of the dance can be drawn diagrammatically on the blackboard ■ the dance could be extended to include travelling actions to represent the toothpaste being washed away down the plug hole, for example ■ Back in the classroom, children could: <ul style="list-style-type: none"> ■ record their sequences on a concept keyboard ■ use a database of still shapes and balances for ideas |