

Adapting the Swish and Stamp Lesson Plan

Adapting for younger or less able children or a shorter session time:

Use only one art tool – paintbrush

- *Focus on speeds, lines and circles*
- *No creative task with a partner*

Example plan:

Warm-up:

- Stand in a circle, teacher led, use imaginary paint brushes attached to your hand to draw lines on the floor and in front of you.
- Focus on lines only, using different levels
- Sit on the floor, use imaginary paint brushes attached to feet
- Follow my leader around the room in a line, painting high and low
- Practise slow motion

Exploration:

- Stand in a circle, practise painting circles with different body parts
- Practise slow and fast, high and low
- Teacher leads

Creative / group dance:

- All move in the circle painting high and low lines with arms
- Sit in the circle and paint on the floor using feet or hands
- Paint different circles using body parts (led by the teacher) to gradually move back to standing

Done it Miss!

Developments for older or more able children, or building up over a longer period:

- *Encourage different lines and shapes, levels and speeds*
- *Increase the number of movements they create to three or four*
- *Practise linking movements so that the sequence flows*
- *Add a point of contact within the duet*
- *Use your contact point as a moment of stillness or a counterbalance*
- *Join with another pair, decide on a formation to perform your dances together*
- *Include one moment of unison, one of canon (one at a time)*
- *Combine your movements to create a new dance in your group*