

Curriculum area	Topic	Year	Session Number	Skill
Dance	Dance	3/4	#3	Crossing The River

Equipment

- Music player, jungle/rainforest background music
- Floor spots to represent river stepping stones

Learning Objective

- To combine travelling, levels, and animal-inspired movements into sequences
- To demonstrate balance, control, coordination, and creativity, individually and in small groups.

Success Criteria

- I can develop short dance sequences that show safe river crossing using jumps, steps, and animal movements.
- I can use levels, directions, and spatial awareness effectively.
- I can work in pairs or small groups to perform sequences with control and fluency.

Key words

- Sequence
- Control
- Direction

Preparation Ideas/Warm Up

Riverbank Travel

Children to move through the space simulating riverbank travel:

- >Tiptoe on "narrow rocks" (balance).
- >Step wide to "avoid mud puddles."
- >Crawl under "low branches."
- >Hop over "fallen logs."

Incorporating previous animal movements (e.g., monkey swing, jaguar stalk).

Progression (Higher Ability):

- >Challenge: cross "river" in different ways without touching the floor between markers.
- >Travel with arms and torso moving expressively.
- >Combine two different movements in one flow (crawl → jump → tiptoe).

Skill Development

Jumping, Balancing, and Flow

Use markers or floor spots as "stepping stones" spread around the area we are working in. Children to practice:

- >Small jumps from stone to stone.
- >Side steps, lunges, or hopping.

>Incorporate high, medium, and low levels.

They will first look to work individually then in pairs, mirroring or shadowing each other's crossings.

Progression:

>Add turns or small jumps between stones.

>Travel in canon or unison with partner/group.

>Experiment with speed contrasts (slow tiptoe → fast leap).

River Sequence

We are now going to create a short dance phrase simulating crossing a river, using previous skills. We want to see smooth transitions throughout.

In pairs or small groups, children choreograph a 4–5 movement sequence representing:

>Approaching the river.

>Crossing using stepping stones or animal movements.

>Exiting safely on the other side.

Encourage the use of Levels (high jump, low crawl) & direction changes throughout

Creative Application

Mini River Performances

Groups will now perform the riverbank sequence from the previous part of the session to others. Ask for feedback on the sequences with a positive and area for improvement provided for groups.

Teaching points

- Get children to focus on flow between movements, using arms for stability and expression.
- Have a clear start and finish points of the sequences.
- Use facial expression to show focus, curiosity, or caution.
- Reinforce team work and communication skills throughout the session

Key Questions

- Does your sequence flow smoothly? What could make your sequence more fluid or expressive?
- How do your movements show control and balance?

National curriculum links:

- Developing control and balance through dance
- Perform dances using a range of movement patterns

Social and environmental skills:

- Understanding how to follow instructions
- Developing team work and collaboration skills through working with a partner
- Developing creativity skills when combining different movements together