

Friendship

Key Stage 2 (ages 7 – 11) in mainstream or inclusive settings

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This resource was originally written in 2013 by Magpie Dance based on Friendship, a scheme that takes place over 10 sessions.

Schools have a responsibility for children's physical and mental wellbeing. This scheme of work can help play a part in this vital role allowing young people at all levels and abilities to make relationships with one another, feeling valued and belonging.

AGE GROUP

Children in mainstream schools or inclusive settings that are aged 7-11 in Year Groups 3-6 at Key Stage 2.

POSSIBLE LEARNING OBJECTIVES INCLUDE:

- Being able to perform a dance using a range of movement patterns
- To be able to demonstrate unison
- To understand how to work collaboratively towards an outcome
- To be able to express their own ideas and develop creativity
- To be able to create an entrance and exit that relates to the dance idea
- To demonstrate different ways of travelling through space



Magpie Dance participants by Alicia Clarke and Charlie Milligan

SESSIONS 1 - 3

Key task: Whole Class Unison – Playing with Friends.

WARM UP

Start with pupils in a circle and with the teacher demonstrating whole body actions for the pupils to copy. Ensure movements can be adapted to suit everyone and that no movements exclude participants. E.g. Rub hands, arms, face and other body parts. Lift and drop shoulders with knee bends.

Head tilts. Circles of the shoulders. Circle elbows and arms with knee bends. Reaches side to side with lunges. Twists of the body. Shifts of weight into the circle and back. Clapping hands up and down. Shaking arms up, down, forward and open.

WHOLE CLASS UNISON SECTION BASED ON 'PLAYING WITH FRIENDS'

Remain in a circle and question pupils to find out what games they play with their friends and ask them to suggest movements to show these. Piece together some or all of these movements into a sequence to practise together. Where appropriate ask questions like "Shall we do this high or low?" "Shall we move on the spot, around the circle or into the centre?" This will make the actions spatially interesting. Create a way to travel on to the performance area ready to start their group dance. Set and practise the sequence.

SESSIONS 4 - 5

Key task: Duets – Greetings.

WARM UP

Similar to the previous warm-up, in a circle, the teacher leads but also starts to ask for ideas e.g. 'Who can think of a warm-up move for our shoulders?'

1. Start in a small shape, practise being switched on and slowly coming to life (3 counts)

PRACTISE

'Playing with Friends' whole class section.

DUETS BASED ON GREETINGS

Remain in the circle and use questioning to generate ideas for ways people greet each other (high five, hand shake, nod, bow etc). Ask pupils to swap places in the circle and greet people as they pass. Develop this to try greeting with different body parts (high five feet, shake elbows etc).

In pairs, choose two to four greetings to do together. Ask them to start 'off stage', come on to do their greetings and go off again. As extension tasks ask pupils to think about adding movements between the greetings such as turns or their favourite dance moves.

SESSIONS 6 - 8

Key task: Small group work (or whole class) – Friends sticking together

WARM UP

Repeat previous ideas used. If participants are ready then they could each choose a warm-up move to do and everyone copy them – take it in turns and pass around the circle. Ensure safe development of the warm up by encouraging slower movements, then faster, then stretches at the end.

PRACTISE

Playing with friends whole class section and greetings duets.

SMALL GROUPS OR WHOLE CLASS TRAVELLING TASK BASED ON 'FRIENDS STICKING TOGETHER'

Using idea of 'follow my leader'.

Try as small groups or whole class. One person is the leader and the rest of the group must stick near to them. Try first with just stopping and starting (moving slowly), then add stopping to make a shape that everyone copies, then try different ways of travelling and stopping to make a shape. After trying different ideas, set their favourite travelling movements and shapes in an order to create a section of the dance that moves across/ around the stage/performance area.

SESSIONS 9 & 10

Key task: Structuring the dance

Warm-up – Repeat previous ideas used. Aim for the warm up to be student led.

PRACTISE

All three sections created.

STRUCTURE THE DANCE

Gather ideas from the group about the order of the sections for their dance. Set the order and practise the finished piece.

The travelling task (Friends Sticking Together) can be used as a way of getting on and off stage. The piece may look most effective if it builds up with a climax to everyone being on stage.

