

AKRAM KHAN COMPANY

moving stories

Learning Resource



MOVING STORIES - LEARNING RESOURCE

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Introduction

Akram Khan is one of the most celebrated and respected dance artists today. In the last 24 years he has created a body of work that has contributed significantly to the arts in the UK and abroad. His reputation has been built on the success of imaginative, highly accessible and relevant productions such as *Jungle Book reimagined*, *Outwitting the Devil*, *XENOS*, *Until the Lions*, *Kaash*, *iTMOi* (in the mind of igor), *DESH*, *Vertical Road*, *Gnosis* and *zero degrees*.

The Company has a major international presence and enjoys busy tours that reach out to many cultures and peoples across the globe. The programmes range from kathak and modern solos to artist-to-artist collaborations and ensemble productions. Akram Khan has been the recipient of numerous international dance awards, the most notable being an Olivier Award for his solo production *DESH* in 2012.

Moving Stories

Funded by the Paul Hamlyn Teacher Development Fund, *Moving Stories* is a collaboration between Akram Khan Company (AKC) and 5 primary schools in Tower Hamlets. Initially, a cohort of 10 teachers worked with professional dancers from AKC across a two-year period, however as the project gained momentum, these exceptional teachers were able to share and transfer their knowledge of using movement and dance to teach the curriculum, to over 60 teachers within the borough. The programme introduced the AKC approach of dance making and storytelling and supported teachers to become leaders of dance in their own schools.

Together, we developed ways to connect dance and movement to the curriculum in meaningful ways, that would have an impact on learning, confidence and inclusion. The project explored how dance can deepen understanding of numerous topics, bridge gaps from the classroom environment and bring learning to life. Dance has the potential to excite, challenge and connect children to their learning in new and creative ways. We believe that you do not need to be a dance specialist to teach a brilliant dance lesson. This learning resource shares key ideas and lesson plans from *Moving Stories*, that will spark the imagination and bring a playful energy to learning.

To find out more about *Moving Stories*, you can visit our website and watch our *Moving Stories* film [here](#).



ICE BREAKER GAMES

Passing a clap around the circle

This simple game encourages good eye contact, focus and rhythm.

- For example, you can start the clap and pass to the child on your right, who will then pass the clap to the person on their right, etc.

Notice if they are making good eye contact, both receiving and passing the clap. Notice the pace. Do you want them to try this slower, faster or maintain a steady rhythm?

- Do a couple of rounds before changing direction and/or allowing the clap to be passed across the circle.

Development: Pass something else around the circle, perhaps something else that connects to your class topic, for example a wave, an imaginary ball, an imaginary paper aeroplane. A ball rolling along the floor would encourage children to lift their feet out of the way through a jump, encouraging movement in other parts of the body.

Name Game

This game encourages participation, autonomy, watching and listening carefully, respecting each other's space and time.

- In a circle, each child says their name and does one movement. This can be a simple gesture such as making the first letter of your name with your arm, a favourite dance move or anything in between! There is no right way to do this!
- The whole class then repeats the name and movement
- Move onto the next child

Development: You could connect this warm-up game to any theme, for example, say your favourite fruit or animal and make a movement that represents it.

Eyes Up, Eyes Down

This game encourages good eye contact, listening well and participation.

- In a circle, everyone starts standing with their eyes/head down
- The teacher calls out '**EYES UP**' and everyone looks at someone else in the circle
- If the other person is not looking at you, stay in the game. If the other person is looking at you, you both must sit down and are out
- The teacher says, '**EYES DOWN**' and everyone looks down
- Repeat until there are only 2 or a few children left standing

Note: In games where children are 'out' encourage them to watch carefully and help you as a teacher.

One BIG clap

This is great starter game for focus and concentration.

- In a circle, everyone stands firm with feet apart, knees slightly bent and hands apart ready to clap
- The teacher can lead the one BIG clap, and everyone has to try to clap at the same time

Once the teacher has modelled the game, a child could lead the one BIG clap!

The Object Game

This is a wonderful game to encourage focus, mindful movement and thinking in a more 3-dimensional way.

- Ask the children to stand and ensure they have a bit of space
- The teacher holds a piece of A4 paper in the air
- Ask the children to make a big star shape with their arms and legs, as if their hands and feet are touching the corners of the page
- The teacher slowly starts to move and/or fold the paper and the children mirror this with their bodies. For example, if the paper is turned, the children can turn OR if the paper is folded in half what could the children do to mirror this? OR what happens if the teacher scrunches the paper into a tight ball?

Development: Once this game is established, encourage children to move without talking. They silently follow the movement of the paper. You could use different, everyday objects such as a scarf or set of keys.

WARM UP

There is nothing more joyful and energising than starting the day moving to nice music!

In a circle, simply find your favourite track or your students' favourite music, in order to lead a follow the leader warm up. This could begin as a teacher-led exercise and then some of your pupils could start to lead.

Choose uplifting music with a nice beat. Think of articulating different body parts, stretching, your favourite dance moves, clapping to the beat, or walking in and out of the circle (walk 1, 2, 3 CLAP into the circle & walk 1, 2, 3 CLAP back out to the larger circle).

There's no right way to do this warm up. Just have fun! Also useful when children need a 'brain break' within the classroom.

Sticky - Icky (Requires space such as the school hall)

Keep the music on and ask the children to walk or skip around the room, (Not run! And not too close to others. Find own space and route). Notice if any areas of the room are looking 'lonely' and point this out to the children so that all your hall space is used.

When the music stops that is their cue to either:

- Freeze in a dramatic position
- Balance
- Touch the floor
- Other instruction of your choice

Development: When the music stops the teacher can say 'Sticky Icky elbows' and the children need to quickly pair up to connect one or both elbows. This can be repeated with knees, feet, hands etc.

Activity 1 - EYFS & KS1

Introduce the imaginary pencil. Which part of your body is the pencil? This can change throughout the session. What lines, shapes, squiggles and marks can we make with our pencil? How does that make the rest of our body move?

Use this idea to continue thinking about contrasts and explore moving around the room.

How can children experiment with their pencil as they:

- Stop
- Go
- Move fast
- Move slow
- Move high
- Move low
- Make gentle lines
- Make sharp lines

Combine all the above as children draw/trace and move exploring speed, levels and textures.

Activity 2 - KS1

Create name/picture solo: Using the movements explored from Activity 1, ask the children to create solos.

For younger groups, they might think of a picture they want to draw with their pencil (thinking of high/low, slow/fast, gentle/sharp).

For older groups, they might want to trace different letters in their name (thinking of different body parts, levels, dynamics). It helps if the teacher can model an example first.

Example: If my name is Claire

- C** - I draw a big letter C with my head
- L** - I make the letter l with my whole body, arms up
- A** - I trace the letter a with my elbow
- I** - I try this with my nose
- R** - I carve this letter with my hand
- E** - I draw the letter e on the floor with my foot

How smoothly can we connect these letters together to dance our names?

Top tips:

- If the children are staying on one spot, encourage them to write their name along a line in space OR change direction for each letter.
- Some groups of children might find this activity easier by using a prop like a scarf so they can see the traces of their movement.
- Encourage children to use the whole space - how can their picture/name travel? You can keep this activity improvised, or for older children, see if they can start to set the movement so that it can be remembered and shared.
- If names are long, each child could just focus on the first 3 letters of their name.

Activity 3 - KS1

Ask the children to get into pairs and teach each other their name solos in unison. Share with the class.

Activity 4 - KS1 & KS2

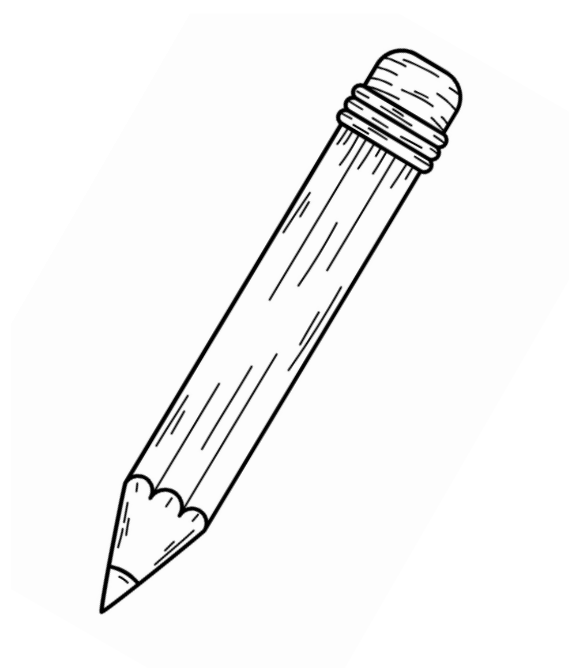
Half dance, Half draw: Arrange the room so that half the class is dancing, and half of the class is watching with (real) paper and pencils. The group sitting down will draw what they see in the other group as they dance. This could be done in pairs so each drawer is looking at a specific dancer, or the drawers could draw the movement in the room in general. Show an example to the class before starting. Encourage abstract drawings of traces of movement and shapes instead of drawing literal bodies, although of course any creativity is welcome!

Share - Invite dancers to have a look at what their movement has inspired the drawers to draw. Swap over and repeat with other half of the class.

For younger children, this activity encourages expressive mark-making. You could use big sheets of paper for children to collaborate on, and have a range of 'chunky' drawing materials to suit all hand grips.

For older children, this lesson links to developing drawing through exploring the human form and movement. Will the drawings be abstract? How can a three dimensional body be represented? Consider scale and composition.

Cool down - In a circle, use big inhales and exhales with arm movements to calm the room down and bring focus before finishing.



Activity 1 - EYFS, KS1 & KS2

Watch the clip of the AKC Olympic opening ceremony <https://youtu.be/LODYmN5migU?si=GK5WWlktzVc4liXw>

- What feelings does this dance have?
- How do the dancers make their movement powerful and strong?
- Can you see any familiar movements?

Activity 2 - KS1 & KS2

Make a circle - arm movements in cannon.

Remind class of the cannon movements seen in the video - each person moving one after the other
Break the circle into 4 groups, remaining in their circle (e.g. four quarters)
Pass the movement around but group 1 go first, followed by 2, 3 and 4.

Practice this with:

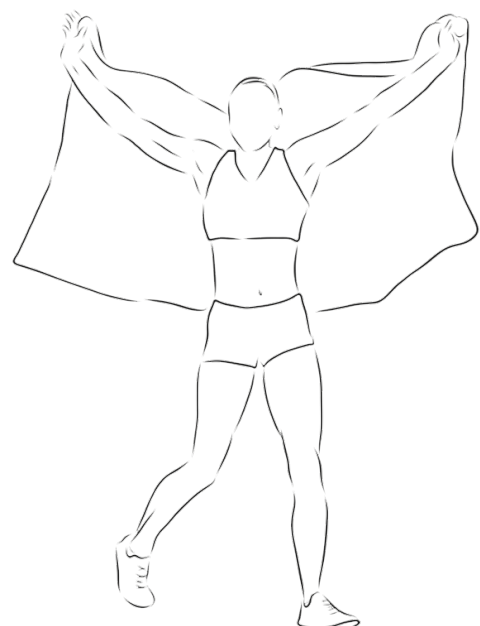
- Both arms reaching up
- L arm reaching R
- R arm reaching L
- Bird arms right
- Bird arms left
- Circle arms around the head

Activity 3 - KS2

Practise movement from Greek events:

- Javelin
- Discus throwing
- Wrestling - two people standing opposite, finding different contact points e.g. leg to elbow. Slow motion, exaggerated, **no actual force**
- Running, sprinting, long jump, slow motion. What does the body look like when it's sprinting in slow motion?

Explore these ideas through a warm-up, then with small groups thinking of contact, unison, cannon, levels.



Activity 1 - KS1 & KS2

What are the parts of a tree? Build vocabulary.

- Roots
- Trunks
- Branches
- Leaves
- Flowers

In a circle, try to create gestures for these words using your hands.

Top tips: This activity can be adapted to suit different topics and learning themes, such as KS2 Rainforests or KS1 parts of a flower.

Activity 2 - KS1 & KS2

Spread out and to develop these movements into our bodies. How can we do this?

- Roots down from our feet might create balances
- Collecting food from soil
- Growing from the ground up to the sky
- Soaking up the sun with our arms as branches - winding, swaying, tangling, blowing in the breeze

Activity 3 - KS1 & KS2

Come back into a circle. Use movement ideas from activities 1 & 2 to create a tree in the middle of the circle.

One child can go into the middle to be a tree trunk, another can enter to become the roots, another adds on branches etc. Which part of the tree will you add to?

Activity 4 - KS2

Seasonal changes. Discuss change:

- Summer to Autumn
- Winter into spring

Build vocabulary with children.

- What words do you know that are linked to Summer? Warm, sun, grow?
- How do you feel in Summer? Energetic, happy?
- Put on some summery music and as the teacher calls out the selected words, the children can express this in movement.
- Create a tree with summer in mind - linked to the summer vocabulary.
- Children choose for themselves when they would like to add to the tree
- What happens in autumn? Leaves fall etc
- React to the weather - Use wind to be blown across the room like falling leaves
- Winter into Spring can be interesting with movement as the shoots push through to grow



LESSON PLAN 4: THE ROMANS

Curriculum Links:
History (Changes in Britain from the Stone Age to the Iron Age, Roman Empire and its impact on Britain), English RE, Geography

LESSON 1 - KS2

In class, discuss the end of the Iron Age and introduce the Celts.
Show some children pictures of the Celts. What do you notice?
What do you think their life was like?
What do you think they spent most of their time doing?

Activity 1 - KS2 Farming and community

- Ask the children to try making actions for using axes and ploughing
- Discuss farming in Celtic life
- Explore more farming movement such as digging, pulling, dragging, carrying
- Which actions are high up or low to the ground?
- Ask the children to get into groups to create a community scene of the workers

Activity 2 - KS2

Ask the children to get into lines and think of their favourite movement.
Working together to farm, ask the children to use same movement as the rest of their line, following a leader.
The leader of the movement can keep changing.

LESSON 2 - KS2

- Recap Celtic farm life
- Introduce Celtic religion
- Nature - Explore movement for rivers, sky, forest. Can you explore a sacred place to music? In groups, could you create a ritual to honour your sacred place?

LESSON 3 - KS2 Roman battle boot camp

- In class, discuss the Romans and introduce their invasion of Britain
- Show some children pictures of the Romans
- What do you think their life was like?
- What do you think they spent most of their time doing?

Themes:

- Training/discipline
- Leaders and followers
- Efficiency

Activity 1 - KS2

Learn a marching sequence, for example:

- March for 8 counts
- Turn and squat
- Turn and march for another 8 counts
- Turn to the front, throw spear
- All come together as turtle shield unit
- Try this to music
- Break into smaller groups to practise the sequence

What does it feel like to dance together, at the same time, doing the same moves?

LESSON 4 - KS2

Activity 1

- Recap and practice marching sequence

What might the Roman soldiers do when they have a break from training? Write letters, exercise, eat?

- Do the sequence once through as a class arranged in a formation. The leader of each line could keep their line in check!
- After going through the sequence once, the lines could break out into groups to show what Roman soldiers might do in their break
- After a count of 16, bring children back to perform marching sequence. Repeat

How does the cycle of training and break feel?

LESSON 5 - KS2

Compare Celtic life and Boudica to contrast with the rigid life of a Roman soldier.

The children could practice making a speech to convince people to join her army.

Activity 1

- Take three important lines from a class Boudica speech and bring them to the dance lesson
- Dance each line of the speech
- Link them together
- Practise

Top tip: These activities can be adapted to suit other areas of the history curriculum, such as Britain's settlement by Anglo-Saxons and Scots or the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Link movement to key vocabulary to enhance the learning of those words.



Activity 1 - EYFS, KS1 & KS2

Introduce the idea of 'ninja movements' - silent, swift, sneaky, skilful movements that travel all around the room without anyone being seen or heard. Give children time to experiment with these movements. Add in set movements when you call specific numbers.

1. Touch hands on the floor, small bunny hop
2. Jump- ask children to suggest what kind of jump
3. Ninja Balance
4. Touch one of the walls in the room
5. Move backwards
6. Freeze like an invisible ninja

Simplify these movements for younger groups.

Activity 2 - EYFS, KS1 & KS2

- Ask the children to stand in a power pose such as legs wide and hands on the hips or a warrior lunge.
- Explain that when our bodies make powerful shapes, we often 'feel' more powerful and confident.
- Then ask the children to create a short superhero dance, perhaps 4-5 strong movements.
- Share.

Activity 3 - KS2

- In pairs, use the movement already created to think about action/reaction
- The two children need to face each other
- One child does their original movement/action, and the second child responds with a new movement / reaction. They then swap to create a duet
- For example, child one might do a pushing movement lunging forwards and child two might spin back. Child two might do a kick and child one might do a big jump backwards

Top Tips:

- Encourage the children to make their duet flow by practising and of course there is no real contact!
- Experiment with different actions, reactions and levels (high to low). You could connect this lesson to a superhero story such as Traction Man or look at some comics

Cool down: Return to a circle and lead some slow, long, stretching movements with your arms to bring a sense of calm to the room before closing and going back to class.



This theme can be linked to specific countries

Materials needed: 8 points of the compass signs with blu-tack, pencils and paper for map drawing

Activity 1 - The Compass - KS1 & KS2

We are explorers and we need to use navigation to find our way to somewhere, far, far away. Look at the points of a compass. Have these printed out and stuck around the room to show N, E, S, W. As a class use travelling movements to move to each compass point and back to centre. The teacher can lead and then let the children take turns to call out the direction.

- Running
- Bear walks
- Flying
- Tiptoe
- Add clockwise and anti-clockwise
- Add in NE, NW, SE, SW (have the additional signs ready to stick around the room)

Activity 2 - The Journey - EYFS, KS1 & KS2

Now that we have explored these compass points, it's time to think about our journey. What different habitats might we cross as we travel? Mud, sea, rivers, jungle, mountains, desert, etc. Try a few out as a class.

- Mud - we sink, it's heavy and hard to move
- Water - we can dive, swim or row
- Jungle - we need to stay low, push foliage and creepers out of the way
- Mountains - we need to climb, use our ropes, be careful of blizzards, heavy, pulling movements

Divide children into groups of 3. They can decide which directions they travel in and how they travel to each direction. Can they choose different habitats as they travel in 4-6 different directions?

- Can they link their directions together to build a sequence?
- Can they remember it?

Top tip: For younger children, this activity would work well alongside, *We're Going on a Bear Hunt* by Michael Rosen.

Activity 3 - EYFS, KS1 & KS2

Can the children draw a map of their dance? Have sheets of paper and pens ready to draw the different directions they travel in. Ask the children to start by drawing their compass.



Activity 1 - Fireworks - EYFS & KS1

China invented gunpowder and then fireworks, nearly 2000 years ago! Fireworks are used in CNY celebrations to scare away monsters and bad luck. What kind of movements could we use to explore fireworks?

- Big explosive jumps
- Rockets moving quickly in a straight line
- Swirling and whirling shapes with our hands to show lights moving through the sky
- Moving with speed from low to high and then slower from high to low, back down to the ground
- Movements starting small and then getting bigger, spreading out from the centre
- Explore these movements to music

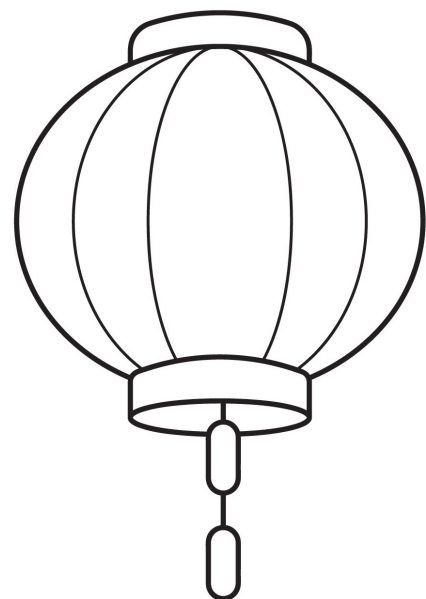
Activity 2 - Lanterns - EYFS & KS1

The lantern festival is the last day of CNY and symbolises letting go of old things and bringing in new things at the start of the new year. The heat from the candles inside make the lanterns float, like tiny hot air balloons. They have a very different way of moving from our fireworks. Soft, floaty, light, gentle, drifting, rising and falling. Can children experiment with this? What might they want to let go of for the New Year?

Activity 3 - EYFS & KS1

Create dance using:

- Fireworks
- Lanterns
- Dragon dance



Activity 1 - Introduction / Warm Up - KS1 & KS2

What does eco-warrior mean? How might warriors move? With purpose, with attack, swift, energetic, silent....like ninjas! Explore ninja movements as a class.

Activity 2 - KS1 & KS2

What do you think reduce, reuse and recycle might mean? How can we help the environment with each of those words? Explore what movement we could do for each word:

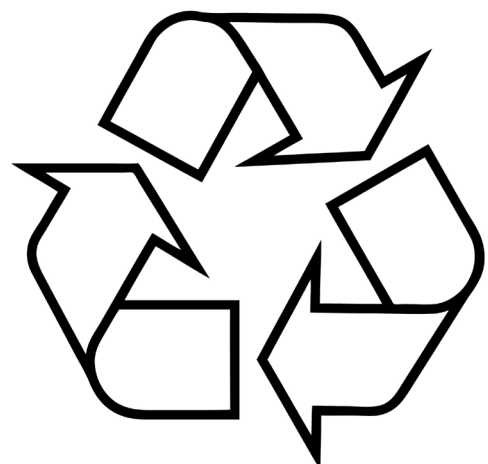
- Reduce - take an action/movement and gradually make it smaller
- Reuse - repeat the same action again and again and again
- Recycle - Take an action and develop it in a surprising way. Can you change a movement with your hands to be a movement with your foot? Can it be on the floor instead of in front of you? How can you keep it the same action but for a different purpose?

Activity 3 - Group Work - KS1 & KS2

- In groups of four, can children work together to create a dance exploring the ideas of reduce, reuse and recycle?
- Elements to include: ninja movements, reduce, reuse and recycle ideas. How can we see those different concepts in the choreography?
- Share dances and give feedback

Activity 4 - Discussion - KS1 & KS2

What ways can we think of to reduce, reuse and recycle in our own lives?



Activity 1 - Warm Up - KS2

In a circle, ask the children to hold hands and 'pass a current round' by lifting their arms up and down (Like a Mexican Wave)

- Can we add a light bulb? One person becomes a light bulb by creating a big round shape when the current reaches them.
- Can we add a switch? One person sets the circuit off/on by opening (disconnecting) and closing (connecting)

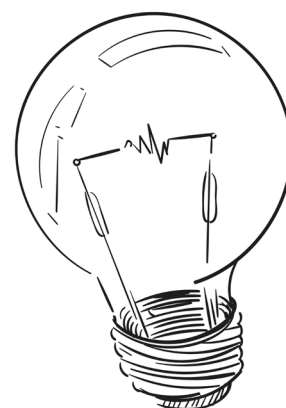
Activity 2 - Electricity Currents - KS2

We have just experimented with how we can show electricity passing through wires to create a circuit. We passed one action round the circle to show the electricity. In dance when a movement is passed from one person to another, it's called canon. Can we experiment with other ways we can use canon to represent electricity?

- Ask children to get into groups
- What other movements can they pass around the circle in a canon?
- Can they also show this in a line?

Activity 3 - Positive and Negative Charge (In Pairs) - KS2

- If we all make a + sign with our arms, we are atoms with a positive charge, if we all make a - sign with our arms, we are atoms with a negative charge
- If children have opposite arm actions (e.g. - and +) they will attract each other like a magnet. How can they move closer and connect?
- If they have the same arm action (++ or --) they will repel and move further away from each other
- If they have a HUGE charge and they attract, they might even create a spark of electricity! For example, a big movement as they travel towards each other, hold in a connected shape and then explosive action to show electricity spark.
- Ask children to stand opposite each other and close eyes. Choose whether to show - or + with their arms, open their eyes and respond to their partner.



LESSON PLAN 10: TUDORS

Curriculum Links:
History (a local history study - London, or a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066), Geography

Activity 1 - KS2

Introduction: Today we are looking at the Tower of London. Do we know what it looks like? What do we know about it? *Show a picture.*

- What does it look like? What words come to mind? Strong, powerful, tough, fortress, secure, big, mighty, solid
- How can we create a solid shape that represents the Tower of London? A shape that confidently takes up space. Can we grow into this shape?
- Demonstrate how difficult it is to push or move the shape (gently). If we are standing with a lot of strength and tension, our tower can't be knocked down. Have a quick go in partners at making strong, rigid shapes that can't be pushed over that resemble the strong, mighty fortress. What does our body have to do?
- How do we feel in these shapes?....Powerful, proud, brave?

Activity 2 - Tower Stuck in the Mud - KS2

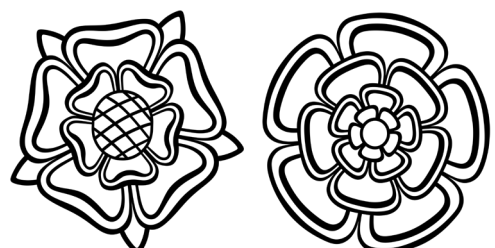
4 people are 'it'
2 people are free-ers
Everyone else is moving around

- Children move around the room (free movements or specific movements). If they get tagged, they must grow into a tower shape, thinking about angles, strength and tension. They should be in a wide shape, their body is in contact with the ground and they cannot move
- Children who have not been tagged can move under these tower shapes (under legs, under arms, etc) as 'prisoners' who escape from the towers. Each time a child 'escapes' they get a point. They call out these points as they go
- If a child gets tagged, they become a tower and their count goes back down to 0. They can only be freed by a free-er
- Free-ers must trace the outline of the tower shape with their hand, without touching the tower

Who do you think has more freedom, the prisoner or the tower?
Which was more fun to be - the prisoners or the towers?

Activity 3 - Group Tower Work - KS2

- How can we take the same idea but think of our tower as a group shape? Like Lego or Tetris, how can the children create a strong, tense shape that links different body parts together. Demonstrate in a group of 4, with the rest of the class directing and making suggestions. They could experiment with doors, windows, bricks, turrets, gates etc. of a building
- They could experiment by starting with one person in one shape, and building additional shapes around each other
- What makes the shapes more interesting? Different levels, different body parts, different ways to connect to each other
- Split children into groups of 5. Have one person in the group be the Director, helping to make suggestions about the shape
- Once the shape has been made, the Director becomes the prisoner inside the tower. Can the same shape be made around them?
- Once they have an interesting shape (thinking of different levels, different body parts, different ways to connect to each other). How can they move into this shape, hold and then move out of it?



Activity 1 - KS1 & KS2

Using the following images of places around the world, can you use your body to build these famous landmarks?

1. London: In pairs, can you make Big Ben with a partner?
2. Paris: In groups of 3, can you make the Eiffel Tower?
3. Venice: In pairs, can you make the Rialto Bridge?
4. New York: Can you make the Statue of Liberty?
5. China: In larger groups, can you make the Great Wall?
6. Australia: In groups of 5, can you make Sydney Opera House?



Constellations: Are groups of stars that look like a particular shape in the sky and have been given names.

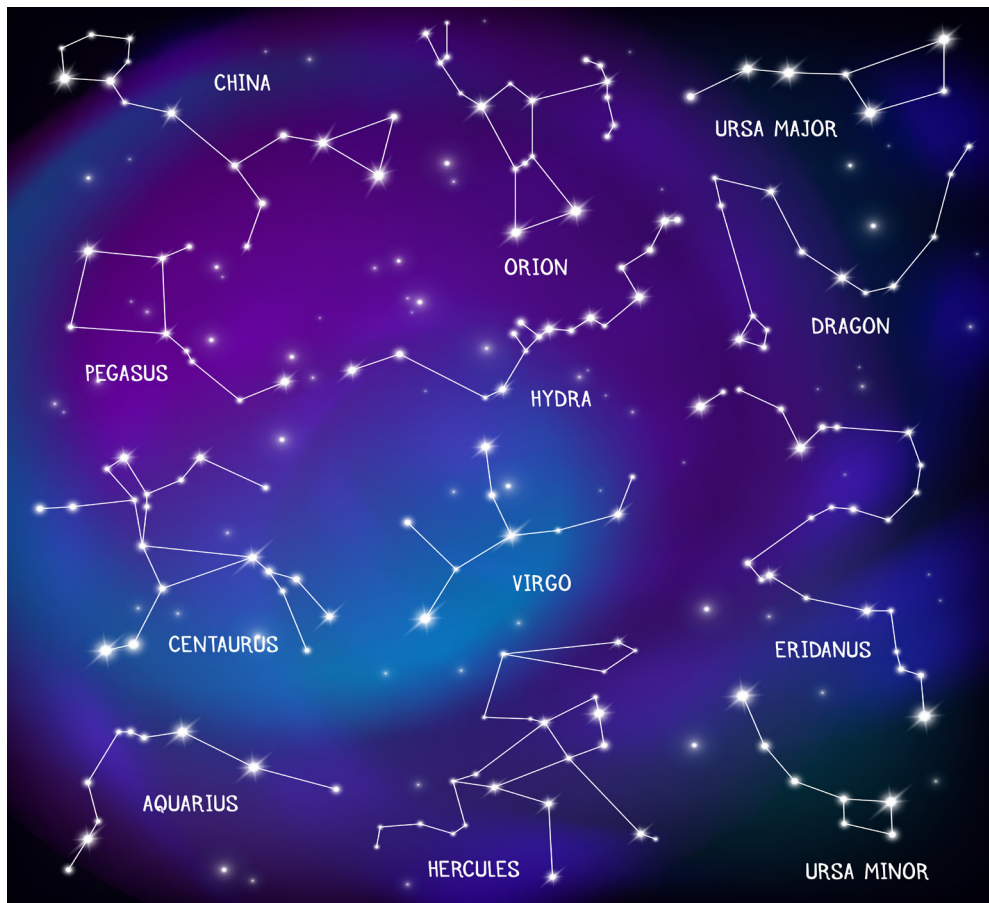
You can find exemplar constellations below.

Activity 1 - KS2

Can you draw your own constellation?

Activity 2 - KS2

Can you use different body parts to draw your constellation in space? Try to use different body parts, make your movements big and clear then link it all together to make a constellation dance.



SEN ADAPTATIONS

The lessons within this resource have been devised with four mainstream schools and one special school dedicated to serving children and young people with autism. The following adaptations may be useful to consider when planning for the different needs of the pupils within your class.

Dance can support turn-taking and working collaboratively. For some children this can be challenging. Dance can also encourage communication - perhaps through using eye-contact, or perhaps verbally. Follow the cues and monitor the impact dance is having either within a curriculum area or through personal development.

- Repetition: repeating activities so that they become embedded can be a useful strategy to familiarise children with the expected routine
- Timetabling: try to timetable dance at the same time each day / week, if possible
- Include dance on any visual timetable or Now / Next resources
- Modelling: model each of the different stages of the activity
- Break down tasks especially with a new task. Try not to give too many instructions at once
- Consider the space you are using. You can use tape on the floor or benches to enclose and create a smaller defined area if the hall is overwhelming
- For children with who have sensitive hearing or don't like loud noises, consider the volume of any music you are using. Ask your school SENDco for a pair of sensory ear defenders, if appropriate to the child's needs

1. WHAT IS YOUR TOPIC?

- List 5 - 10 keywords or phrases
- What's one main concept you want the children to become immersed in?
- What might be challenging for them to grasp?

2. THE STARTING POINT OF THE MOVEMENT

- Is there a storyline?
- Are there any people or animals or elements that move?
- Are there any key dynamics or shapes that come to mind?
- Is there a representative image or video?

3. A SIMPLE WARM UP

- What might the children need an introduction to?
- What's a simple theme, relating to your topic, that could get children moving together with focus?
- What's the first step in creating the movement / dynamics / shapes?

4. DELVING DEEPER USING THE ROOM

- How can the children travel across the room with what they've just done?
- Is there a 'pedestrian' non-dancey movement that they could work with?
- What parameters could you add for them to play with?

5. BUILDING LAYERS

- Are there contrasts or opposites to try that help clarify the topic / movement?
- Could you develop the movement using partner work or group work?
- Could a plot twist / event / interruption challenge the children to develop their movement?

6. EMBEDDING MOMENTS OF SHARING

- At what point would it be fun for them to share / perform their movements to each other?
- At what point can sharing happen efficiently?
- What about the topic can you emphasise / re-state for them after they've shared?

7. CREATING CLARITY FOR YOURSELF

- What specific instructions will you give at each stage of the lesson plan?
- How long do you think each stage of the lesson plan will take?
- How will the session end? Come back to a circle to end clearly with one question. What do you want them to remember about the topic?

8. SUPPORTING YOUR LESSON

- What kind of music could inspire the children or create a specific ambience?
- Are there visual aids or props that could help explain something complicated?
- Is it helpful to have the lesson plan with you on post-it notes or cards?

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