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SAVING THE PLANET

#ourdeargreenplace



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Introduction

Our new Determined to Dance project has just launched for this term.

We are looking for teachers who would love to work on this exciting programme.

The main objective is to create a dance routine using movement to music with 'Saving the Planet' as the core topic.

D2dance is normally aimed at P1-P4; this year, we have included all stages (i.e. P1-P7).

Determined to Dance Structure

Normally at the end of D2dance 8 week block our coaches would put on a showcase/presentation for an assembly, parents or another class to view all the pupils amazing hard work.

This year the structure is slightly different!

We would love you to make a small show reel of all the fabulous work your class has produced and celebrate it with PEPASS virtually.

You can create an iMovie, share photos, videos, on twitter by tagging @PEPASSGlasgow and @CityofdanceKH.

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End of term Celebration

Using all the amazing work you share with us, we will have a celebration week at the end of term - date to be confirmed.

During this celebration, an online audience of thousands will see highlights and montages of all the schools that have taken part in our Saving the Planet project.



Here to support you

Follow @PEPASSGlasgow on Twitter and Instagram for regular updates and support.

PEPASS Glasgow's YouTube channel already contains lots of support content with on-going support content uploaded throughout the term.

This information pack is a guide to help you get started and plan for your 'Saving the Planet' project.

Please feel free to add in your own activities, you do not need to follow this and do everything we have suggested.

Be creative, be inspired and we cannot wait to see all your fabulous routines.

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Getting Started with 'Saving the Planet'

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As a class, decide which element of Saving the Planet you would like to work on for your D2dance project. Here are a few areas you might like to use:

You have lots to choose from.
Have fun coming up with the best option for your class.
You may want to have a vote or quiz to decide.

Air Pollution

Weather elements
e.g., Fire v Ice

Transport

Under the Sea

Endangered Animals

Sir David Attenborough

Recycling

Climate Change

Rainforest

Ocean Pollution

Deforestation

Greta Thunberg



Some relevant National days in the Month you might want to incorporate or work towards: EG: March

3rd March - World Wildlife Day

14th March - International Day of Action for Rivers

15th March - World Consumer Rights Day

18th March - Global Recycling Day

20th March - World Sparrow Day

21st March - International Day of Forests: World Wood

22nd March - World Water Day

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Filming your virtual performance

The main outcome of D2dance is to encourage pupils to explore movement, creativity, fitness, co-ordination, team work, arts crafts and research.

We want you to create an amazing project for your class through the medium of dance.

The ideas below are a guide to help you create a final virtual performance of all the work the pupils have achieved over the term.

Some ideas for your performance:

- Introduction
- Dance Routine - 1 song
- Creative story - see pack
- Song/ rap
- Artwork/ poster
- Science
- Research facts / debate
- Your own creative ideas



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Guide to producing your virtual showcase

You may want to start with a small introduction video selecting pupils to open your showcase e.g.

‘My name is my class and I have been working on our Determined to Dance project for the last 8 / 10 weeks. We have had an amazing time and worked really hard to put on this fantastic virtual show for you all. Throughout the programme we improved our fitness, flexibility, co-ordination and most of all our great dance moves. We helped our teacher and worked as a team to choreograph our routine based on Saving the Planet. Hope you enjoy the show!!!!!!!!!!!!!!’



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Dance Element

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Dance Activity

D2dance is an all-round project covering lots of areas of the curriculum.

In your PE lessons, we would love you to use dance/movement as the main focus for your lesson. In order to help with your planning and assessment, below are some suggested Expressive Arts E's & O's and a choice of relevant benchmarks that fit well with the outcomes of this D2dance project. The full document can be accessed at <https://education.gov.scot/nih/Documents/ExpressiveArtsBenchmarksPDF.pdf>

Dance Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance EXA 0-09a EXA 1-09a EXA 2-09a	0-09a Suggested Benchmarks <ul style="list-style-type: none"> • Participates in dance that is taught and/or creative movement invented by peers. • Shares their responses to stimuli through movement with, for example, peers or practitioner.
	1-09a Suggested Benchmarks <ul style="list-style-type: none"> • Creates, rehearses and performs short dance sequences, working on their own and with others. • Creates new dance movements and sequences using their dance repertoire, incorporating different speeds and levels, characters and emotions to add interest and variety.
	2-09a Suggested Benchmarks <ul style="list-style-type: none"> • Creates, rehearses and performs a short original dance piece, comprising several sequences, to music or a rhythm. • Develops and refines own dance repertoire through continued exploration and practice. • Selects and applies dance skills to create dance that shows variation, for solo or group performance.



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This information pack has a list of song/music choices you can use to choreograph your routine.

We have added some YouTube links about Saving the Planet giving you more music choices and creative dance ideas that you can use to help tell a story through your performance.

No dance experience is required to work on this project, use the choreographed dance videos to help give the beginning section of a routine and as a group work together to choreograph the middle and end sections.

The pupils can explore movement and creativity to complete the full routine.

Search 'PEPASS Glasgow' on YouTube for dance videos and tutorials.

We have choreographed 4 routines you may want to use that are linked to Saving the Planet.

There are lots of dance routines on our YouTube channel, feel free to take moves/ideas from different routines and create your own.

In addition, there are a selection of creative dance activity cards with lots of 'Save the Planet' themed dance ideas on @PEPASS

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Music Playlist Ideas:

- Louis Armstrong - What a Wonderful World
- Misia - Earth Song
- Michael Jackson - Heal the World (can use a cover version)
- Alabama - Pass it on down
- Cold Play - Adventure of a Lifetime
- Imagine Dragons - Natural
- Miley Cyrus - Wake Up America
- U2 - Indian Summer Sky
- Survivor - Eye of the Tiger
- Beyonce - Spirit - (Lion King)
- Samuel E Wright - Under the Sea (Little Mermaid)
- Idina Menzel - Let it Go (Frozen)
- Judy Kuhn - Colour of the Wind (Mulan)

Instrumental Music Ideas

- Julie Fowlis - Touch the Sky (Brave)
- Weki Meki - Butterfly (2018 PyeongChang Winter Olympics)
- Thomas Newman - Dead Already
- Jean-Michel Jarre - Oxygene. Pt 4
- Jean-Michel Jarre - INFINITY (movement 6)
- Instrumental Mafia - Gas pedal (Instrumental version)
- Instrumental Mafia - Counting Stars (Instrumental version)
- Nature Sounds - wind, water, animals, trees, etc.

See YouTube links for more song choices.

Use YouTube/Spotify to research songs related to saving the planet.

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Helpful YouTube Links

Save the planet song

<https://youtu.be/LJToF8D9bdU>

Music choice - Ellie Goulding - Our Planet - in this together

<https://youtu.be/btSDddn1Vew>

Earth Day - Song Stage P1-P4

<https://youtu.be/BP-yCd2qLxo>

Music choice idea - Wake up to reality

https://youtu.be/tYp2_tcnkAc

Environmental songs for kids - P1-P4

<https://youtu.be/kx5aT6kzb8U>

Arts and craft Ideas - Save Earth 3D model

<https://youtu.be/sP-jnLV1mGk>

Arts and craft ideas for Earth Day

https://youtu.be/_7K-wCMA3ag

Creative dance video - exploring movement (Environment)

<https://youtu.be/Jyp9qoRBfh0>

Please see our additional creative dance PowerPoint for extra ideas on weather, traffic, transport, animals and the rainforest.

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Dance Games Pack

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Dance Games

We have created some new dance inspired games for you to play throughout your dance block for D2dance. These have been linked to saving the planet topics to encourage the pupils tohave fun, be creative in making up their own short sequences and routines, to work with others, and to improve fitness and co-ordination. Please feel free to differentiate and adapt these games to suit the age and stage of your class as well as your chosen topic.

Game	Instructions on how to play
<u>Saving the Planet</u> <u>Dance Tig</u> Any age group Suitable for warm up	<ul style="list-style-type: none"> ➤ Select some catchers, change frequently. ➤ Allow everyone else to run around the room (if children are young, for health and safety change to skipping). ➤ When pupil is caught they must stand still and create a pose linked to your saving the planet topic. Endangered animals, under the sea, elements etc. ➤ Encourage the pupils to create a short sequence of actions which can be used to free another pupils once caught. ➤ The short sequence of actions should be linked to the topic; ➤ Children should think of movements that relate to: e.g. <ul style="list-style-type: none"> Ocean: big waves, coral creatures, tide flowing Endangered animals: How they move Pollution: Smoke, rolling litter. <p>Encourage pupils to be as creative as they can.</p>
<u>Partner Game</u> Any age group Suitable for warm up	<ul style="list-style-type: none"> ➤ Pupils should choose a partner and stand back to back. ➤ When the music is on run or move separately around the space. ➤ When the music stops find a partner ➤ Together create a shape (This should be linked to your topic) ➤ The last partnership(s) to be together and be holding still should do a forfeit. E.g. jumping jacks, star jumps, ski jumps etc ➤ As the game is used as the warm up, encourage lots of activity to ensure all muscles are warm enough to stretch. ➤ Partner shapes should change with every new game. ➤ Use interesting examples from the class to showcase creativity.

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Traffic Lights

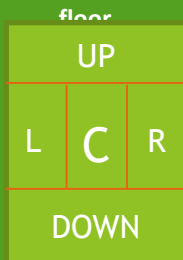
Younger age group
Suitable for warm up

- Pupils should move around the room in any direction taking care not to bump into each other. Use a variety of travelling steps, skipping, hopping, galloping, sliding. (This will increase the pupils movement vocabulary).
- Teacher gives a variety of commands
 - red = stop,
 - green = go,
 - amber = run fast on the spot.
- To give the game variety, add or substitute extra actions
 - roundabout = spin round
 - pollution = crumpled shape on the floor
- Create more actions to keep the pupils active, let the class make their own set of actions.

Environment Action Challenge

Upper age group
Suitable for warm up and great for co-ordination

Divide the space into 5 areas; this can be done with floor dots or existing lines on the



- Pupils move around the room changing
 - Direction (R, L, forward, back, zig zag etc)
 - height (low, mid or high)
 as instructed by the teacher.
 - When the music stops the teacher gives one of the commands below. Pupils should move quickly to the designated area to create the action. Task cards may be helpful.
 - UP - Pollution - hold any body shape, hands held in front of face
 - DOWN - Recycle - on your knees, sweep R arm to R and L arm to L as if you are recycling.
 - RIGHT - Deforestation - standing up tall, hands high as possible, strong like a tree.
 - LEFT - Endangered Animals - hold still in the shape of an animal.
 - CENTRE - Ocean Pollution - on the floor, make the action of the waves using your body, arms and legs.
- The actions and poses can be differentiated and altered to suit to suit the needs of the class and the topic chosen.



<p><u>Elements</u></p> <p>Any age group</p> <p>Suitable for warm up</p>	<ul style="list-style-type: none">➤ Place a coloured cone or card on the wall in each corner of the room. Blue = Water, Green = Earth, Red = Fire, White = Air➤ When the music is on, pupils should move around the room in a variety of ways➤ When the music stops the teacher calls a colour and the pupils must try to get to the corner as fast as they can.➤ Pupils should try to, show an action at the corner related to water, fire, earth or air. Try to create your own individual action or shape➤ Use interesting examples from the class to showcase creativity.➤ To encourage speed, add a forfeit for the pupils who are last.➤ Call two corners this adds pupil choice.
<p><u>Freestyle Circle</u></p> <p>All ages and abilities</p> <p>Develops creative moment and confidence</p>	<ul style="list-style-type: none">➤ Play some music for pupils to practice choreographing a short sequence (movement routine); with older pupils, this should be restricted to a specific length, e.g. 2 x 16 counts / 4 x 8 counts however, this could be repeated➤ This can be done in pairs initially if any pupils need to develop confidence in performing. <i>(NB: With a class of 30 individual routines could take some time with pupils standing watching for an extended period).</i>➤ Each sequence should have a beginning and an end.➤ Try to encourage the actions to link to the topic.➤ Introduce performance elements changes in level, speed, direction, pathway. This will bring variety to the routines.➤ Once pupils have had time to choreograph ask the pupils to stand in a large circle.➤ Pupil(s) can take it in turns to come into the circle and showcase their creative movement sequence.➤ Once finished, they can select the next pupil to perform by closing their eyes, holding one arm out in front and spinning around to see where their arm lands. The next performer(s) should enter the circle and so on...➤ Everyone should clap, and encourage the dancers in the circle to build confidence.➤ This game can be done solo, pairs and small groups for a progression in the activity.



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Literacy

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

Writing LIT 1-24a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

Writing LIT 1-20a / LIT

You could incorporate into your virtual showcase; an acrostic poem.

You can pick any title related to saving the planet e.g.

E - Endangered animals
N - No pollution
V - Vehicle emissions
I - Invading plastic in our oceans
R - Recycle, reuse
O - Overuse of plastic
N - Not enough care for animals and insects
M - Make sure you pick up rubbish
E - Electricity
N - Nature
T - Try composting

You may want to film the kids speaking their poems,
or it could be photos of their work added to your virtual showcase.

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

Listening and Talking LIT 2-10a / LIT 3-10a

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Interdisciplinary And Cross-Curricular Links

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IDL Links

D2Dance is a great opportunity to make connections between different areas of learning.

'Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.'

Building the Curriculum 3 (BtC3)

We have put together some simple suggestions of activities along with Experiences and Outcomes that you may wish to use as part of your D2Dance presentation/project.

There are many interesting and creative learning opportunities, we look forward to seeing how you add to these few examples:

Literacy

Gathering information to use for a variety of purposes
Reading Lit -14a, -15a

Technologies

Using search facilities of electronic sources to access and retrieve information.
ICT to enhance learning - TCH 2-03b

Research facts about your selected topic.

Use computers, internet, books, videos, documentaries anything you find resourceful which you may include in your virtual performance.

You could even watch some Sir David Attenborough documentaries to find out lots of amazing facts about your topic.

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Sciences

I have contributed to discussions of current scientific news items to help develop my awareness of science.
Topical Science SCN 1-20a

By investigating how water can change from one form to another, I can relate my findings to everyday experiences.
Planet Earth SCN 0-05a / SCN 1-05a

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.
Planet Earth SCN 1-03a

As a class you may want to have fun experimenting with a science project that link to saving the planet.

You could research some science activity ideas on the internet; pick your favourite one suited to your class.

Don't forget to take some video footage of your steps along the way for your virtual showcase.

Technologies

I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.
Technological Developments in Society and Business TCH 1-06a



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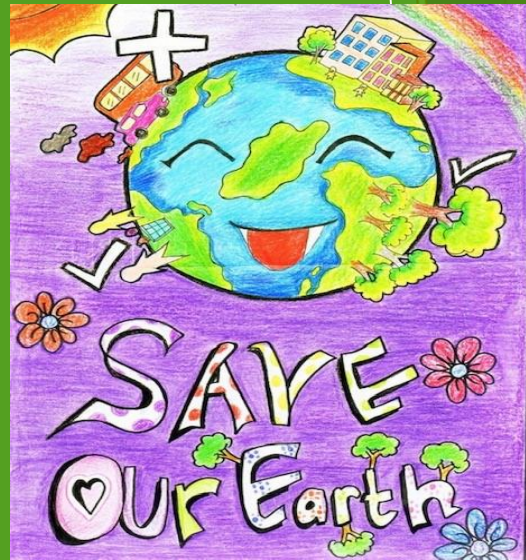
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Saving the Planet Poster

Why not get your class to design a poster; this can be completed individually or in small groups.

Try to be as creative as possible (we may have some special certificates to allocate to schools for creativity and teamwork).

Check out some of these ideas -



Expressive Arts

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

Art and Design EXA 0-05a / EXA 1-05a / EXA 2-05a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

Art and Design EXA 0-04a / EXA 1-04a

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

Participation in performances and presentations EXA 0-01a / EXA 1-01a / EXA 2-01a

Arts & Crafts

Let's get creative!

We would love to see all your fabulous art projects involved in your virtual performance.

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Task 1: Which Layer?

Look at the picture below (many of you might have seen it before in our rainforest walkthrough here at FSZ). Using the words provided name each layer (A-D) correctly. 😊

Understorey

Forest Floor

Canopy

Emergent Layer

LAYERS OF THE RAINFOREST



Task 3: Tapir Territory

At the end of the video lesson, you saw Mannie the Brazilian lowland tapir in his bed. Now it is your turn to design a brand-new outdoor enclosure for Mannie. Remember tapirs are found down on the forest floor and out in swampy marshlands. What kind of features could you include in this new enclosure? Send us your designs 😊.



Task 4: How Tall?

Time to bring the measuring tape back out....

Trees in the rainforest can get tall.... Really tall.... In fact, one species of tree in the Amazon can grow up to 200 feet tall (just over 60 metres). Using a measuring tape work out what your height is in (in feet and in metres) and work out how much taller these Amazonian trees really are!!



Good luck!

We hope you have a great time teaching and learning through Determined to Dance and 'Saving the Planet'.

We also hope that this pack and attached elements of support prove extremely useful.

Please share the progress of your pupils **OFFICIAL** throughout the project @PEPASSGlasgow and @CityofdanceKH.



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Why not get your class to describe how they made their 3D earth model?
(check out our YouTube links to see how to make them)

Show some footage of the pupils making them and their end results.

You might want to make animal masks and use them in your performance
when you film the dance routine for us to see.

Remember these are just ideas; you can do any art projects you like that are
related to your topic.

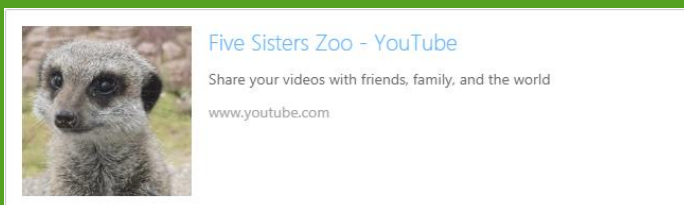
Make sure you let us see how incredible they are.

More partner links to help you

As well as the support provided by PEPASS, there are many other ways to
receive support in your 'Saving the Planet' project.

Five Sisters Zoo (West Calder) already supports schools in similar learning
opportunities.

Click image below to link to their YouTube page.



They can also be contacted directly at;

Twitter - @fivesisterszoo

Email - adam@fivesisterszoo.co.uk

Here's a little snapshot of the activities ~~OFFICIAL~~ Five Sisters Zoo have made available: