

MOVING HABITATS: Primary school creative dance workshop	HABITAT & ENVIRONMENTAL ISSUE OF STUDY: Coasts and Rising Sea Levels
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Learning Objective: To develop an understanding of the impact of increased coastal erosion	
Learning Intentions: <ul style="list-style-type: none"> To explore the different movement qualities of 'water' changing in size and effort To consider, create and perform still body shapes, sudden isolated folds and travelling movements representing sea cliffs and erosion To work collaboratively as a group to connect sea cliff shapes To rehearse and perform in canon a changing coastlines sequence To understand the impact of global warming and rising sea levels on coastal habitats To consider ways scientists and coastal engineers are helping to protect coasts 	Success Criteria: <ul style="list-style-type: none"> Demonstrate differing dynamic movement qualities Travel around the room and within a group with spacial awareness Create whole body, isolated and travelling movement to effectively communicate an idea Perform movements in canon Use a range of verbs
	Key Vocabulary coast, cliff, sea, erosion, sediment, transport, algae / fungi - lichen , flower - sea thrift, seabird - puffin, global warming, rising sea level, extinct, living shoreline, coastal engineer

Curriculum Programmes of Study: Geography <ul style="list-style-type: none"> Locational Knowledge - topographical features Physical Geography - key physical features Science <ul style="list-style-type: none"> Animals, including Humans Living Things and their habitats Rocks PE <ul style="list-style-type: none"> Perform dance using simple (KS1) / a range (KS2) of movement patterns Develop flexibility, strength, technique, control and balance Engage in co-operative physical activities, in a range of increasingly challenging situations Evaluate and recognise their own success PSHE <ul style="list-style-type: none"> Living in the Wider World - Shared responsibilities 	Lesson Length: 30 minutes (incl. 20 minute film & 10 minute class practise)
	Age range: 5-11 Most suitable for ages 7 to 11 / KS2. Tailor using the EXTRA document.
	Resources - Please refer to: 1. Resource Pack 'Instructions' - Space / Clothing / Equipment / Music 2. 'EXTRA' Differentiation & Extension Tasks - to use during the lesson

BEFORE YOU BEGIN: Read through the Instructions found in the [Resource Pack here](#) AND download the [EXTRA Differentiation & Extension Tasks here](#).

Timing	Activities	Teacher / Supporting Adult - Hints & Tips Including: When to pause & EXTRA: Differentiation and Extension Tasks
1m	Welcome - Introduction to artist and topic - Rhythm sequence to transport to the coast "Clap clap clap...click!"	Children need to be spread out in the room in their own space before the dance film lesson begins and during activities.
3m	Habitat Introduction & Warm Up: - Introduction to habitat and things that live there: lichen, sea thrift and puffins - Warm Up activity exploring the three living things	
* Approx. 2m (time to think of words) 3m	Explore: Water 1. * Discuss: What words would you use to describe the movement of the sea? 2. Activity exploring the movement of the sea water using the artists words: <ul style="list-style-type: none"> • Swirling / Rippling / Swishing / Splashing <ul style="list-style-type: none"> ○ Changing size and effort 	* Press Pause * 1. Discussion: Think of some words to describe the water. 2. Children do not need to copy the artist's exact movement, they can find their own 'swirling', 'rippling', 'swishing' & 'splashing' as they dance along with the artist.
* Approx. 5m (additional activity away from video - extension to lesson length)	* Additional 'Water Words' activity After Warm Up - optional additional activity See EXTRA document Continue with the film and next task if not doing the additional activity.	* See EXTRA document* "Coasts: Task 1 - Water Words" Optional Additional 'Water Words' activity - ONLY Pause video when EXTRA button appears if choosing to do the additional activity.
5m	Explore: Coastal Erosion Introduction and description of the erosion process Activity: Erosion <ol style="list-style-type: none"> 1. * Cliff Shapes <ul style="list-style-type: none"> ○ Children make a tall strong body shape to represent a sea cliff. 2. Break Away <ul style="list-style-type: none"> ○ Make sudden, small folds getting lower as the sediment breaks off 3. Transport <ul style="list-style-type: none"> ○ Travel at a low level to a new place as sediment carried in the water 4. Repeat - Cliff shape / Break away / Transport 	<ol style="list-style-type: none"> 1. * Press Pause * Each child creates their own cliff shape with tall edges. Return to video when ready in their shape. 3. Children travel around the room sensibly on their own pathway, keeping space in between each other.

<p>6m</p> <p>* Approx. 5m (time for children to create away from video)</p>	<p>Develop: Changing Coastlines Discussion</p> <ul style="list-style-type: none"> • Why is coastal erosion speeding up? global warming, burning of fossil fuels - coal, oil, gas • What do we use fossil fuels for? Electricity, heating, cars • Impact of warming planet on coasts - rising sea levels, warmer water, stronger storms = faster coastal erosion <p>Activity: Changing Coastline Groups</p> <ol style="list-style-type: none"> 1. *Pause - children into groups of 4 (See EXTRA for alternative groupings) 2. Practise - children practise with artist create changing coastlines in groups: <ol style="list-style-type: none"> a. Make a coastline in a group - one at a time, connecting together. b. Change the coastline - one at a time, break away like sediment and transport to reconnect at the opposite end of coastline. 3. Create: Changing Coastlines <ol style="list-style-type: none"> a. Children continue to create changing coastline group dances away from the video, led by the teacher / supporting adult. b. Share the changing coastline group dances to their peers. Children watching to observe and share feedback on - What worked well and why? <p>Return to video when the children have finished the activity</p>	<p>1. * Press Pause* Children in groups of 4. Return to video.</p> <p>3. * Press Pause* (Create in own setting) See EXTRA Differentiation & Extension Tasks document "Coasts: Task 2 - Changing Coastlines" Pause video when EXTRA button appears and choose to; a. follow the instructions as is given in the film b. choose a differentiation from the EXTRA document c. choose extension activities 1, 2 or 3 for a challenge.</p>
<p>3m</p>	<p>Discussion: Impact on Coastal Habitat and What we can do</p> <ul style="list-style-type: none"> • Impact on living things - cliff damage / less food & vegetation / extinction • What are scientists and coastal engineers doing to help? Building living shorelines and planting seeds to provide shelter <p>Cool Down Activity: Living Shorelines Gentle movements exploring building a living shoreline, planting and growing of seeds.</p>	
<p>Approx. 2m (discussion away from video)</p>	<p>Plenary</p> <ul style="list-style-type: none"> • What are the everyday things you can do to help? Turn off - Lights & electric when we don't need them. Take Care - not to disturb wildlife. 	<p>We encourage you to continue this conversation after the dance film has finished to support children with tangible actions they can implement day to day.</p>