Dance planner: The Cicada and the Ant

<table>
<thead>
<tr>
<th>Topic/theme</th>
<th>Class</th>
<th>Duration</th>
<th>Curriculum level</th>
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<tbody>
<tr>
<td>Myths and legends</td>
<td>Years 1 to 2</td>
<td>Unit = 4 to 6 weeks</td>
<td>Level 1</td>
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<td></td>
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<td>Lesson = 30 minutes</td>
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**Brief description of unit:** This is part of a whole-school focus on myths and legends. It also introduces some of the elements of dance: space – direct and indirect pathways, locomotion and non-locomotion. Focus: *The Cicada and the Ant* retold by Pita Graham.

**Strands and AOs**

**Developing Practical Knowledge in Dance – PK**
AO: Students will explore through movement the dance elements of body awareness, space, time, energy, and relationships.
**Focus:** Focusing on the insects the cicada and the ant, students experiment with space through pathways, and locomotive and non-locomotive movement.

**Developing Ideas in Dance – DI**
AO: Students will use personal experiences and imagination to express ideas in dance.
**Focus:** Students make simple pathway sequences, and through movement, share their ideas about the myth *The Cicada and the Ant*.

**Communicating and Interpreting in Dance – CI**
AO: Students will share movement through informal presentation and respond personally to their own and others’ dance.
**Focus:** Students perform their dance sequences to an audience who identify and discuss insect-type movements, pathways, etc.

**Understanding Dance in Context – UC**
AO: Students will demonstrate an awareness of dance as part of community life.
**Focus:** Students share ideas about the types of dance they have seen in their family and community.

**Key language:** Space; locomotive, non-locomotive pathways; curved, straight; freeze shapes; meet, greet, stop, start.

**Learning outcomes**
Students will be able to:
- use a variety of pathways demonstrating locomotive and non-locomotive movement;
- practise and remember a short movement sequence;
- demonstrate appropriate audience skills of watching and responding.

**Resources**
A variety of music, for example, Vivaldi and Mozart.

**Equipment**
A CD player
**Teaching and learning sequence:**
Choose from the ideas in the *Cicada and the Ant* dance unit on The Arts Online Professional Development website: http://www.tki.org.nz/r/arts/artspd/implement/units5_e.php

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**Assessment focus:** What information are you looking for? Refer to the LOs.

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**Form of assessment:** How will the information be obtained?

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**Reflection:**

This unit was developed by Catherine Kelly, Auckland College of Education