



Petrifying performances this Halloween

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Spook-tacular performances

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|--|--|
| Theme | HALLOWEEN | HALLOWEEN | HALLOWEEN | HALLOWEEN | HALLOWEEN |
| 8:00 - 9:30 | Early Drop Off: Goulish Games and Creepy Creativity | | | | |
| Chilling Ice Breakers: 9:30 - 9:45 | Silly Spooky Stories | Ghost Whispers | Silly Spooky Stories | Ghost Whispers | Silly Spooky Stories |
| Activity 1: 9:45 - 10:30 | Spooktacular Street Dance Music*: "Thriller" | Spooktacular Street Dance Music*: "Backstreet's Back" | Spooktacular Street Dance Music*: "Spooky Scary Skeletons" | Spooktacular Street Dance Music*: "Black Magic" | Spooktacular Street Dance Music*: "Ghostbusters" |
| 10:30 - 10:45 | Street Dance Show Rehearsal | Street Dance Show Rehearsal | Street Dance Show Rehearsal | Street Dance Show Rehearsal | Street Dance Show Rehearsal |
| Break 10:45 - 11:00 | Drink/Loo Break | | | | |
| Activity 2 11:00 - 11:45 | Terrorific Cheerleading Music*: "Time Warp" | Terrorific Cheerleading Music*: "This Is Halloween" | Terrorific Cheerleading Music*: "The Munsters" | Terrorific Cheerleading Music*: "Monster Mash" | Terrorific Cheerleading Music*: "Witch Doctor" |
| 11:45 - 12:00 | Cheerleading Show Rehearsal | Cheerleading Show Rehearsal | Cheerleading Show Rehearsal | Cheerleading Show Rehearsal | Cheerleading Show Rehearsal |
| Creepy Creativity: 12:00 - 12:30 | Craft / Colouring / Reading | Craft / Colouring / Reading | Craft / Colouring / Reading | Craft / Colouring / Reading | Craft / Colouring / Reading |
| Lunchtime: 12:30 - 13:00 | Additional Activities Solo / Paired Rehearsal | Additional Activities Solo / Paired Rehearsal | Additional Activities Solo / Paired Rehearsal | Additional Activities Solo / Paired Rehearsal | Additional Activities Solo / Paired Rehearsal |
| Creepy Creativity: 13:00 - 13:30 | Craft / Colouring / Reading | Craft / Colouring / Reading | Craft / Colouring / Reading | Craft / Colouring / Reading | Craft / Colouring / Reading |
| Activity 3 - Song of your Choice: 13:30 - 14:15 | Monstertastic Music Scary Sing-Along | Monstertastic Music Scary Sing-Along | Monstertastic Music Scary Sing-Along | Monstertastic Music Scary Sing-Along | Monstertastic Music Scary Sing-Along |
| 14:15 - 14:30 | Show Rehearsal | Show Rehearsal | Show Rehearsal | Show Rehearsal | Show Rehearsal |
| Break 14:30 - 14:45 | Drink/Loo Break | | | | |
| Activity 4: 14:45 - 15:45 | Revolting Final Rehearsals! Street/Cheerleading/Music | Revolting Final Rehearsals! Street/Cheerleading/Music | Revolting Final Rehearsals! Street/Cheerleading/Music | Revolting Final Rehearsals! Street/Cheerleading/Music | Revolting Final Rehearsals! Street/Cheerleading/Music |
| 15:45 - 16:00 | Petrifying Performance Time! | Petrifying Performance Time! | Petrifying Performance Time! | Petrifying Performance Time! | Petrifying Performance Time! |
| 16:00 - 17:30 | Late Pick Up: Goulish Games and Creepy Creativity | | | | |



Halloween Camp Plans

The following is a detailed outline of activities, timings and ideas to help support your PPA Halloween camps this half term. These are obviously a guide as all camp timings, facilities and staffing expertise will vary slightly. Please feel free to adjust timings, alter the dance styles you use and generally pick and chose from the content. **There is a performance at the end of each day so remember to text/email/remind parents on the day to arrive at 15.40 to see the show!**

Happy planning everyone and we really hope this helps make your camps as fun and successful as possible.

Suggested Overview and Timings

8.00 – 9.30: Goulish Games and Creepy Creativity: During early drop off it can be quieter with less children, but it is absolutely imperative to ensure that everything is completely set up by 8am (or whatever time our camp starts) and the very first child enters an organised and 'ready' camp.

Every child must be warmly welcomed, the formal registration process must take place, and parents must leave feeling their child is safe, secure, and well cared for in a well planned, organised environment.

This morning slot should have music playing and consist of games, dance rehearsals, craft or reading dependent on your numbers, facilities and equipment. This can be a great opportunity to junk model 'sets' for the performance, create any props such as masks or make posters/programmes.

9.30 – 9.45: Chilling Ice Breakers: The purpose of this activity is to encourage children to build confidence, foster and develop relationships, and enhance communication skills. You can use both activities below or alternate from one day to the next dependent upon time. (Remember the emphasis is on SILLY not TERRIFYING! You will need to guide/monitor the stories/whispers to prevent them being too scary).

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| Activity Name: Silly Spooky Stories | Dance Activity: Ice Breaker |
| Risk Assessment: Ensure stories do not get overly frightening. Ensure there is appropriate space for all participants and all speaker wires are safe and not a trip hazard. Explain safety thoroughly to avoid any accidents or injuries. | Equipment: Speakers, music, Halloween pictures/flash cards (optional) |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 - 15 mins. (9.30 – 9.45) |
| Learning Expectations: - Communication, listening skills | Age Range: 4 - 12 |

Activity Description:

Play Halloween-themed music quietly in the background. Everyone sits in a big circle; Deliverer starts the story with: "Many years ago on Halloween night, there was ghost who lived in a..." Go around the circle and each child takes it in turns to add a sentence to the silly, spooky story.

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| Inclusion Ideas: | Low No's Ideas: |
| SPACE: You can give direction during the freestyle section on use of level, direction and pathways. | N/A |
| TASK: Get younger children to think of a word rather than sentence for the story. | Delivery Tips: Children may struggle to come up with ideas. Be ready to support/prompt. Give points for the silliest funniest parts of the story. |
| EQUIP: Print off Halloween images/flash cards to help prompt ideas. | |
| PEOPLE: Have children in pairs if they are struggling for ideas. | |

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| | |
|--|--|
| Activity Name: Ghost Whispers | Dance Activity: Ice Breaker |
| Risk Assessment: Ensure there is appropriate space for all participants and all speaker wires are safe and not a trip hazard. Explain safety thoroughly to avoid any accidents or injuries. | Equipment: Speakers, music, Halloween pictures/flash cards (optional) |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 - 15 mins. (9.30 – 9.45) |
| Learning Expectations: - Communication, listening skills | Age Range: 4 - 12 |

Activity Description:

Children to sit in a circle and play Chinese whispers with a Halloween theme. Deliverer does the first round then each child takes turns in starting the whisper.

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| Inclusion Ideas: | Low No's Ideas: |
| SPACE: Have 2 circles. | Can be played with low numbers. |
| TASK: For younger children, provide more examples. | Delivery Tips: |
| EQUIP: Print off some Halloween images/flash cards to help prompt ideas. | Help the younger/less confident children to make up their whisper. |
| PEOPLE: Alternate younger/older children to help flow of whisper. | |



9.45 – 10.30: Activity 1 – Spooktacular Street Dance: The purpose of this activity is to encourage children to develop their skill level and performance technique. Advised structure is to play the two games below for 10 – 15 minutes, then to spend 30 minutes creating a piece of choreography to perform for the parents in the afternoon. (Feel free to substitute the 2 games with any spooky game ideas of your choice!).

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| Activity Name: Scary Statues (Music of your choice) | Dance Activity: Preparation |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 mins. (9.45 – 9.50) |
| Learning Expectations: - Balance, coordination | Age Range: 4 - 12 |
| Activity Description: Play music for children to freestyle in a space. When the music stops, children have to freeze and make a 'scary statue'. | |
| Inclusion Ideas: SPACE: You can give direction during the freestyle section on use of level, direction and pathways. TASK: Get older children to follow street-specific dance moves led by deliverer. Use mirror image in pairs for freeze section. EQUIP: N/A PEOPLE: Have children in ability pairs if appropriate. | Low No's Ideas: N/A Delivery Tips: Children may struggle to control balance during freeze sections. Talk about body tension, extension, centre of mass over base of support. |



Activity Name: Cauldron Corners (Music of your choice)

Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.

Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum

Learning Expectations:

- Control, balance and choreography skills

Dance Activity: Introduction to Choreography

Equipment: Speakers, music

Timings: Approx. 5 - 10 mins. (9.50 – 10.00)

Age Range: 4 - 12

Activity Description:

Position corner cards (Witches, Monsters, Ghosts, Vampires). Children freestyle in the centre of the room to Halloween themed music, when the deliverer stops the music, the children run to one of the corners. Deliverer covers their eyes and shouts out a corner, whoever is in that corner comes and sits with deliverer.

Inclusion Ideas:

- SPACE:** Make the space smaller. Provide spots to help spacing for younger children.
- TASK:** For younger children provide more examples.
- EQUIP:** Use picture cards for younger children.
- PEOPLE:** Get more abled children to demonstrate ideas.

Low No's Ideas:

Can be played with low numbers.

Delivery Tips:

Identify good ideas and get children to demonstrate so less able children are supported. Join in during freestyle section to build confidence and support.



Activity Name: Creepy Choreography (See weekly camp overview for music suggestion)

Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.

Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum

Learning Expectations:

- Fluency and control
- Creativity

Dance Activity: Choreographed Performance Piece

Equipment: Speakers, music

Timings: Approx. 30 mins. (10.00 – 10.30)

Age Range: 4 - 12

Activity Description:

Teach the group a short Halloween-based motif to your chosen song. Children can be asked to contribute a small piece of choreography either individually, in pairs or in small groups to help build a short performance piece to show at the parent performance.

Inclusion Ideas:

SPACE: Younger/less abled children may need to stay in place rather than transition around from space to space. More abled and older children can experiment with formation, direction and level more easily.

TASK: Children can be asked to produce single actions or longer pieces of choreography individually, in pairs or in groups.

EQUIP: Use pictures, poems, or props to help the children create their own ideas and sections of dance within the overall piece.

PEOPLE: Get children working individually, in pairs or in groups.

Low No's Ideas:

May not be possible to work in small groups, may have to stay as individuals and pairs.

Delivery Tips:

Focus on flow and transition between movements and performance skills to include timing, posture and extension.



10.30 – 10.45: Activity 1 – Spooktacular Street Dance Rehearsal: Once you have created a short street dance performance piece, spend 10 – 15 minutes staging and rehearsing ready for the parent performance before pick up.

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| Activity Name: Spooktacular Street Dance Rehearsal | Dance Activity: Performance Skills |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 10 – 15 mins. (10.30 – 10.45) |
| Learning Expectations: - To focus on performance skills | Age Range: 4 - 12 |
| Activity Description: Performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space. | |
| Inclusion Ideas: SPACE: Use markers/spots to help less abled children with positioning and spacing. TASK: Spend more time with less abled children, get more abled to help younger/less abled children practise. EQUIP: Spots/Markers for positioning support. PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support. | Low No's Ideas: Can be done with any number of children. Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. |



10.45 – 11.00: Drink/Supervised Loo Break

11.00 – 11.45: Activity 2 - Terrific Cheerleading: The purpose of this activity is to encourage children to develop their skill level and performance technique. Advised structure is to play the three games below for 10 – 15 minutes, then spend 30 minutes creating a piece of cheerleading choreography to perform for the parents in the afternoon. (Feel free to substitute the three games with any spooky game ideas of your choice!)

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| Activity Name: Alarming Alphabet | Dance Activity: Preparation |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 mins. (11.00 – 11.05) |
| Learning Expectations: - Balance, coordination, teamwork | Age Range: 4 - 12 |
| Activity Description: Play music for children to freestyle in a space. When the music stops, deliverer calls out a letter of the alphabet. Children have to find their partner and make that letter with their bodies along with their best spooky faces! | |
| Inclusion Ideas: SPACE: You can give direction during the freestyle section on use of level, direction and pathways. TASK: Get older children to follow street-specific dance moves led by deliverer. EQUIP: N/A PEOPLE: Have children in ability pairs if appropriate. | Low No's Ideas: N/A Delivery Tips: Children may struggle to control balance or show clear extension during alphabet sections. Talk about body tension, extension, centre of mass over base of support. |



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| Activity Name: Ghoulish Groups | Dance Activity: Preparation |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 mins. (11.05 – 11.10) |
| Learning Expectations: - Control, balance | Age Range: 4 - 12 |
| Activity Description: Children have to move around the room to music. When the music stops, deliverer calls out a number and the children have to get into a group of that number. | |
| Inclusion Ideas: SPACE: Encourage use of pathways, levels, directions. TASK: For younger children, provide more examples. EQUIP: N/A PEOPLE: Encourage shy children into groups. | Low No's Ideas: Can be played with low numbers. Delivery Tips: Ensure safety whilst moving around in the space. Encourage use of changes in level, direction and pathway if appropriate. |



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| Activity Name: Crazy Cheer Moves | Dance Activity: Preparation |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 mins. (11.10 – 11.15) |
| Learning Expectations: - Control, balance | Age Range: 4 - 12 |

Activity Description:

Children stand facing deliverer. Deliverer demonstrates basic cheer actions (see basic cheerleading moves sheet) and children copy. Once they are familiar with the different actions, get children to travel/freestyle around the room. Deliverer stops the music and calls out one of the actions which children must perform.

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| Inclusion Ideas: | Low No's Ideas: |
| SPACE: Encourage use of pathways, levels, directions. | Can be played with low numbers. |
| TASK: For younger children, provide visual demonstrations. | Delivery Tips: Ensure safety whilst moving around in the space. Encourage use of changes in level, direction and pathway if appropriate. |
| EQUIP: N/A | |
| PEOPLE: Encourage less abled children by staying closer to them and providing feedback and encouragement. | |



Activity Name: Creepy Cheerleading Choreography

Dance Activity: Choreographed Cheerleading Performance Piece

Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.

Equipment: Speakers, music

Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum

Timings: Approx. 30 mins. (11.15 – 11.45)

Learning Expectations:

- Fluency and control
- Creativity

Age Range: 4 - 12

Activity Description:

Teach the group a short Halloween-based cheerleading motif to your chosen song (see weekly camp overview for suggestions). Children can be asked to contribute a small piece of choreography either individual, in pairs, or in small groups to help build a short performance piece to show at the parent performance.

Inclusion Ideas:

- SPACE:** Younger/less abled children may need to stay in place rather than transition around from space to space. More abled and older children can experiment with formation, direction and level more easily.
- TASK:** Children can be asked to produce single actions or longer pieces of choreography individually, in pairs or in groups.
- EQUIP:** Use pictures, poems, or props to help the children create their own ideas and sections of dance within the overall piece.
- PEOPLE:** Get children working individually, in pairs or in groups.

Low No's Ideas:

May not be possible to work in small groups, may have to stay as individuals and pairs.

Delivery Tips:

Focus on flow and transition between movements and performance skills to include timing, posture and extension.



11.45 – 12.00: Activity 2 - Terrific Cheerleading Rehearsal: Once you have created a short cheerleading performance piece spend 10 – 15 minutes staging and rehearsing ready for the parent performance before pick up.

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| Activity Name: Terrific Cheerleading Rehearsal | Dance Activity: Performance |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 10 – 15 mins. (11.45 – 12.00) |
| Learning Expectations: - To focus on performance skills | Age Range: 4 - 12 |
| Activity Description: Performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space. | |
| Inclusion Ideas: SPACE: Use markers/spots to help less abled children with positioning and spacing. TASK: Spend more time with less abled children, get more abled to help younger/less abled children practise. EQUIP: Spots/Markers for positioning support. PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support. | Low No's Ideas: Can be done with any number of children. Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. |



Activity Name: Spine-Chilling Singing

Dance Activity: Singing

Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.

Equipment: Speakers, music

Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum

Timings: Approx. 5 mins. (13.35– 13.45)

Learning Expectations:
- Listening, communication

Age Range: 4 - 12

Activity Description:

Sing some simple songs with the children, choosing age-appropriate content. Try singing in a round. (e.g Londons Burning).

Inclusion Ideas:

SPACE: Work in smaller circles around the room.
TASK: Nursery rhymes for Reception/KS1 children.
EQUIP: Use instruments if available to keep rhythm.
PEOPLE: Put children into pairs to rehearse their songs.

Low No's Ideas:

N/A

Delivery Tips:

Younger children may struggle with lyrics so choose simple repetitive songs or nursery rhymes and add simple actions.



12.00 – 12.30: Creepy Creativity: This half hour slot gives some time for some crafty, creative fun.

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| Activity Name: Creepy Creativity | Dance Activity: Craft |
| Risk Assessment: Ensure all equipment is appropriate and child friendly (glue, scissors, pens etc.) | Equipment: Craft equipment: pens, pencils, colouring books, junk modelling items, reading books etc. |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 30 mins. (12.00 – 12.30) |
| Learning Expectations: - To focus on creativity | Age Range: 4 - 12 |
| Activity Description: Use this half an hour to offer the children some theme-related craft time. This may be junk modelling set or props for the performance, creating posters, tickets or programmes to give to parents for the show, pictures, colouring, reading etc. | |
| Inclusion Ideas: SPACE: Use tables or floor space dependent on task. TASK: Have a range of craft opportunities. EQUIP: Use safety scissors, left handed scissors, child friendly glue. Provide templates for less abled/younger children. PEOPLE: Group more/less able together or assign an older/more able child to younger/less able to provide support. | Low No's Ideas: Can be done with any number of children. Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. |

12.30 – 13.00: LUNCH: Children to enjoy their packed lunches and some down time. For those children who finish early, reading or rehearsal time for individual/pair/group performances for the show later can be utilised.



13.00 – 13.30: Creepy Creativity: This half hour slot gives some time for some crafty, creative fun.

| | |
|--|---|
| Activity Name: Creepy Creativity | Dance Activity: Craft |
| Risk Assessment: Ensure all equipment is appropriate and child friendly (glue, scissors, pens etc.) | Equipment: Craft equipment: pens, pencils, colouring books, junk modelling items, reading books etc. |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 30 mins. (13.00 – 13.30) |
| Learning Expectations: - To focus on creativity | Age Range: 4 - 12 |
| Activity Description: Use this half an hour to offer the children some theme-related craft time. This may be junk modelling set or props for the performance, creating posters, tickets or programmes to give to parents for the show, pictures, colouring, reading etc. | |
| Inclusion Ideas: SPACE: Use tables or floor space dependent on task. TASK: Have a range of craft opportunities. EQUIP: Use safety scissors, left handed scissors, child friendly glue. Provide templates for less abled/younger children. PEOPLE: Group more/less able together or assign an older/more able child to younger/less able to provide support. | Low No's Ideas: Can be done with any number of children. Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. |



13.30 – 14.15: Activity 3 - Monstertastic Music: The purpose of this activity is to encourage children to develop their skill level and performance technique. Advised structure is to play the two rhythm games for 10 – 15 minutes, then to spend 30 minutes creating a performance (a song, drama piece, dance or combination of the three) for the parents in the afternoon.

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| Activity Name: Revolting Rhythm | Dance Activity: Timing and Rhythm |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Percussion instruments (optional: clapping/ stamping are also fine). |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 5 mins. (13.30 – 13.45) |
| Learning Expectations: - Listening, communication | Age Range: 5 - 12 |
| Activity Description: Everyone sits in a circle. Deliverer claps a rhythm and the children replicate in a call and response style. | |
| Inclusion Ideas: SPACE: Work in smaller circles around the room. TASK: Pass the rhythm around the circle to the left with each person making up a rhythm for the next person to copy. EQUIP: Use instruments if available to increase difficulty. PEOPLE: Put children into pairs to create call and response rhythms for each other independently. | Low No's Ideas: N/A Delivery Tips: Younger children may need very simple counts to copy. |



Activity Name: Spine-Chilling Singing

Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries.

Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum

Learning Expectations:
- Listening, communication

Dance Activity: Singing

Equipment: Speakers, music

Timings: Approx. 5 mins. (13.35– 13.45)

Age Range: 5 - 12

Activity Description:

Sing some simple songs with the children, choosing age-appropriate content. Try singing in a round. (e.g Londons Burning).

Inclusion Ideas:

SPACE: Work in smaller circles around the room.
TASK: Nursery rhymes for Reception/KS1 children.
EQUIP: Use instruments if available to keep rhythm.
PEOPLE: Put children into pairs to rehearse their songs.

Low No's Ideas:

N/A

Delivery Tips:

Younger children may struggle with lyrics so choose simple repetitive songs or nursery rhymes and add simple actions.



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| Activity Name: ??? | Dance Activity: Music performance |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 30 mins. (13.45 – 14.15) |
| Learning Expectations: - Performance Skills | Age Range: 5 - 12 |

Activity Description:

Using a song of our choice create a performance that includes singing and dancing or action rhymes.

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| Inclusion Ideas: | Low No's Ideas: |
| SPACE: Make the space smaller. Provide spots to help spacing for younger children. | Can be played with low numbers. |
| TASK: Teach children simple dance, drama or song choices or provide creative opportunities for older children. | Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. |
| EQUIP: Props to support actions, movement and performance. | |
| PEOPLE: Group children according to confidence and capability. | |



14.15 – 14.30: Activity 3 – Monstertastic Music Rehearsal: Once you have created a short musical theatre performance piece, spend 10 – 15 minutes staging and rehearsing ready for the parent performance before pick up.

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| Activity Name: Monstertastic Music Rehearsal | | Dance Activity: Performance | |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | | Equipment: Speakers, music | |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | | Timings: Approx. 10 – 15 mins. (14.15 – 14.30) | |
| Learning Expectations: - To focus on performance skills | | Age Range: 5 - 12 | |
| Activity Description: Performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space. | | | |
| Inclusion Ideas: | | Low No's Ideas: | |
| SPACE: | Use markers/spots to help less abled children with positioning and spacing. | Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. | |
| TASK: | Spend more time with less abled children, get more abled to help younger/less abled children practise. | | |
| EQUIP: | Spots/Markers for positioning support. | | |
| PEOPLE: | Group more/less abled together or assign an older/more abled child to younger/less abled to provide support. | | |



14.30 – 14.45: Drink/Supervised Loo Break

14.45 – 15.45: Activity 4 - Revolting Rehearsal: This hour is to recap the spooktacular street, terrific cheerleading and monstertastic music routines, and pull everything together into the final performance.

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| Activity Name: Revolting Rehearsal | Dance Activity: Performance |
| Risk Assessment: Ensure there is appropriate space for all participants to avoid collisions. Check surface for slips and trips. Ensure all speaker wires are safe and not a trip hazard and safety is thoroughly explained to avoid any accidents or injuries. | Equipment: Speakers, music |
| Quals: Dance equivalent of NGB 2, Dance Activator, Delivering Dance in the Curriculum | Timings: Approx. 10 – 15 mins. (14.45 – 15.00) |
| Learning Expectations: - To focus on performance skills | Age Range: 5 - 12 |

Activity Description:

Final parent performance piece to be staged and rehearsed, focusing on performance skills, transitions, positioning, entry on and off stage/performance space.

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|---|---|
| Inclusion Ideas: | Low No's Ideas: |
| SPACE: Use markers/spots to help less abled children with positioning and spacing. | Can be done with any number of children. |
| TASK: Spend more time with less abled children, get more abled to help younger/less abled children practise. | Delivery Tips: Check for children getting fidgety, this is a sign that it is time to move on or re-engage with a STEP change. |
| EQUIP: Spots/Markers for positioning support. | |
| PEOPLE: Group more/less abled together or assign an older/more abled child to younger/less abled to provide support. | |

15.45 – 16.00: Parent Performance: Parents should be asked to arrive between 15.40 and 15.45 for collection so they can see the final performance.

Pupils to perform all pieces created throughout the day for parents to celebrate their achievements from the day.

16.00 – 17.30: Goulish Games and Creepy Creativity: During late pick up, it can be quieter with less children but it is absolutely imperative to ensure that everything is still completely set up and the very last child leaves an organised and fun camp.

Every child must be formally deregistered, and parents must leave feeling their child was safe, secure and well cared for.

This afternoon slot should have music playing and consist of games, dance rehearsals, craft or reading, dependent on your numbers, facilities and equipment. This can be a great opportunity to junk model 'sets' for the performance, create any props such as masks or make posters/programmes.

Basic Cheerleading Actions

Create a simple cheerleading sequence/motif using a selection of the actions below. These can then be developed into full routines using changes in Space, Relationships and Dynamics.



Ready position

Hands behind back, feet shoulder width apart.



Lunge

Just look at the legs and body position. Left leg is bent at a 90 degree angle. The right leg is completely straight. Body and right knee are facing forward.



High V

Arms are at a 45 degree angle to the body. Pinky fingers are to the back.



Low V

Same as the High V, but arms are down.



T

Arms are at a 90 degree angle to the body. Pinky fingers are to the back.



Broken T

Same as a T, but arms are bent. Do not bring it forward. Pinky fingers are to the front.



Touch Down

Arms are straight up, in-line with the body. Bring arms to ears, not ears to arms. Pinky fingers are to the front.



Low Touch Down

Arms are straight down, in-line with the body. Arms should be tight to the body and slightly forward. Pinky fingers are to the back.



Daggers

Arms are bent, hugging the body. Pinky fingers are to the front.

The above moves can be combined to create several motions.
The actions overleaf are just a few examples of this...

Basic Cheerleading Actions

The moves on the previous page can be combined to create several motions.
The actions below are just a few examples of this...



Right L

Right arm is in a T and left arm is in a Touch Down. Left L would be the opposite of this.



Right Punch

Right arm is in a Touch Down and left arm is on the hip. Left Punch would be the opposite of this.



Left Diagonal

Left arm is in a High V and right arm is in a Low V. Right Diagonal would be the opposite of this.



Left K

Left arm is in a High V and right arm is in a Low V across the body. Right K would be the opposite of this.



Halloween Corner Cards

Witches





Halloween Corner Cards

Monsters





Halloween Corner Cards

Vampires





Halloween Corner Cards

Ghosts

