

The Great Fire of London

<p><u>CLASS AGE.</u> Years 3 and 4 (can be adjusted for younger/older students)</p>	<p><u>DURATION.</u> 45-50 minutes or 2 /3 sessions (if splitting this lesson plan up)</p>	<p><u>MUSIC SUGGESTIONS.</u> Warm-up: - Fire by Kasabian (available via iTunes) Main Activity: - London’s Burning nursery rhyme. - Fire sound effects (freely available online, simple search ‘free sound effects’) Cool-down: - Any relaxation, chill out music. Preferably instrumental.</p>
<p><u>FACILITY.</u> Hall</p>	<p><u>ACTIVITY TYPE.</u> Dance/Movement to Music</p>	<p><u>VISUAL AIDS</u> - Pictures of Flames and fire. - Buildings and skyline of London 1666. - Fire damaged buildings (try searching for ‘summer riots’ online recent photos).</p>

AIMS

- To increase the children’s experience of using dance as a learning tool and artistic medium
- Mobilization of body
- To increase spatial awareness
- To develop creativity and confidence

WARM UP

- Ask the children to walk around the room and when you shout **FIRE** they must stop and pretend to be a fire i.e. wiggly arms, wiggly legs, crouching down low then standing up, twisting and rotating like a flame.
- As the children to continue walking around shout out changes of direction and occasionally speed, this is to check that they are listening properly.
- On the command **FLAMES** children pair up and repeat the same sort of movements as Fire, but they have to copy each other’s movements as a mirror image.
- Continue walking around alternating the commands **FIRE** and **FLAMES**.
- Next, ask the children to make **BUILDING** type shapes in pairs, by the use of arm and leg positions and different balances. Consider adding pairs together to create small groups, as this will encourage more dynamic and creative shapes.

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MAIN DISCUSSION

- Start by discussing the buildings and skyline that would have made up London in 1666. Use words such as wooden, tall buildings, small buildings, windows, churches etc. Use the visual aids of London skyline and buildings to show the children where the fire started and the buildings that were destroyed i.e. St Pauls Cathedral.
- Discuss Fire. How does fire travel? Is it fast or slow? Are flames tall, thin, fat, small? Use visual aids of flames and fire. As there is no right or wrong with this task, hopefully you should expect to see a variety of different movement patterns and styles. Again this can be done individually, pairs or groups. Remind them of the fire and flame actions used during the warm up.

ACTIVITY

- Split the class into two groups, one group will be the **FIRE** and the other will be the **BUILDINGS**. Hopefully some of the children were more creative with the Fire movement or the Building movement alternatively just label the children either Fire or Building.
- For the next section the **BUILDINGS** choose their position and style to create the London skyline and stay stationary. The **FIRES** move around/between/under/through the legs of the **BUILDINGS**. Encourage the children to be creative with how the fire moves from building to building, otherwise they will just run around and knock the buildings down quickly.
- Discuss with the **BUILDINGS** how they might fall when burned by the fires, i.e. quickly. Slowly, down to the floor or with parts of the building sticking out or up. Use the visual aids of burned out buildings as inspiration.
- The session finishes with the **BUILDINGS** have all burned down. The **FIRES** have moved between the buildings and finish towards the outer space of the room in a extinguished position i.e. on the floor, as the water has extinguished the fire and the fire has burnt itself out

COOL-DOWN

- Standing in personal space slowly move arms and legs in smooth, soft, loose and bendy type movements as if you are moving like smoke, start from head, shoulders, arms, back...curling and twisting the body all the way down to a seated position on the floor. **SLOWLY!**

The aim is that every limb and entire body has been mobilized and the finish position finishes on the floor seated.

We also have lots resources relating to the Great Fire of London that are perfect for combining with this lesson plan, including a timeline, word cards, classroom display and lots of other colourful ideas. You can find all these resources here: <http://www.earlylearninghq.org.uk/?s=fire+of+london&x=-1113&y=-233>