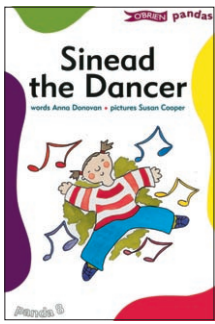


SINEAD THE DANCER – PANDA 8



by Anna Donovan, illustrated by Susan Cooper

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Sinead still wants to be a firefighter, but now she wants to learn to dance as well. Having practised her twirling and twisting, clapping and clicking, she joins an Irish dance class, but her original movements find no favour with the teacher, who insists on arms held straight and toes pointed. So she tries ballet but, once again, finds the regulations difficult to accept. Finally, she enrolls in a gymnastics class and, responding to the praise and encouragement of her teacher, manages three good cartwheels in a row. When she performs with friend Tom for her dad, she is both amazed and pleased with her father's skills on the dance floor.

LANGUAGE – ENGLISH

- ◆ Language of movement: Hop, jump, twirl, twist, tap, clap, click, leap.
- ◆ Links between actions and sounds.
- ◆ Language of ballet and dance: Tippy-toes, pirouette, balancing, graceful, ballerina.
- ◆ Descriptive words and phrases: 'Like hailstones falling on a roof'. Children compose and list their own.
- ◆ Discussion: Effects of music on mood; which music makes me feel like dancing/feel sad/feel happy, why music can alter mood.
- ◆ Discussion: Medals, awards, being a champion. Is it right to award medals for achievement? Suggest other ways in which achievement can be recognised.

LANGUAGE – GAEILGE

- ◆ Simple phrases of movement: Ag rith, ag siúl, ag damhsa, ag léim, ag snámh.
- ◆ Basic Irish dance instructions: Isteach dó trí, amach dó trí, cailíní trasna, buachaillí trasna.

SPHE

- ◆ Self-awareness: Developing an appreciation of personal strengths and weaknesses, recognising that one can't be good at everything, identifying personal preferences.
- ◆ Growing and changing: Social aspects of joining clubs, learning hobbies/skills, meeting friends, playing together, following rules.
- ◆ Myself and my family: How Sinead's mother supported her by taking her to different classes, how Sinead's dad joined in the dance, families having fun together.
- ◆ Developing citizenship: Discussing Tom's attitude to Irish dance classes/the wearing of skirts/kilts/tights; preconceived images/ stereotyping, learning to accept new ideas.

- ◆ Circle time: 'I am good at ...'; 'My favourite hobby/sport is ...'

MUSIC

- ◆ Listening to music: *Riverdance* by Bill Whelan.
- ◆ Identifying long and short sounds, tempo of music getting faster/slower. Using percussion instruments to tap rhythmic patterns.

PHYSICAL EDUCATION

- ◆ Gymnastics: Tumbling, rolling, turning, twisting, stretching and climbing; practising and performing the forward roll with control, begin to practise the backward roll.

- ◆ Dance: Follow the instructions given to Sinead and practise simple Irish dance steps and sequences to appropriate music. Respond imaginatively to pieces of music through movement by clapping, tapping, swaying, marching and dancing.

VISUAL ARTS

- ◆ Action collage of mis-matched bodies: From magazines/newspapers, cut out heads, bodies, legs and arms and paste on card to make funny pictures, e.g., the head of a supermodel with the body of a rugby player and the legs of a ballerina.
- ◆ Make a Bodhrán: See *Everything Irish*, pp.57–59.
- ◆ Make a row of Irish Dancers: See pp.60–61, as above.
- ◆ Op Art, person dancing: See *Discovering Art*, Book 1, p.14.

FIELDWORK

- ◆ Visit: Ceol (interpretative centre for music and dance), Smithfield Village, Dublin 7.
- ◆ **Read also:** *Exploring Irish Music and Dance* by Dianna Boullier.