

# Never Grow Up

## First Grade ELA & Dance

### CORE SUBJECT AREA

ELA

### ART FORM + ELEMENTS

Dance, Body, Action, Space, Time, Energy

### DURATION

5/ 30 minute sessions

### OBJECTIVES

The students will tell the story of Peter Pan through the use of dance movements in order to understand key details, characters, and the plot.

The students will use:

- 1.Retell the story using key details
2. Understand the central message of the story.
- 3.Compare and contrast the adventures and experiences of characters in the story.
- 4.Explore movement inspired by stimuli.
- 5.Change movement through guided improvisational experiences.
6. Recognize a steady beat.
- 7.Explore the use of simple props.

### MATERIALS NEEDED

Spotlight/ flashlight, drum, Green hat (for the Peter Pan hat), Musical tracks from Peter Pan (original soundtrack). “Main Title” “You Can Fly” “A Pirate’s Life”, “Following the Leader”, “What Makes the Red Man Red” “Never Smile at a Crocodile” “I won’t Grow Up” (Cathy Rigby)

### VOCABULARY

Peter Pan: sleeping, shadow, plank, crocodile, clock, Brew-prepare, make, Buccaneer-pirate, adventurer, Dawn- dawn-sunrise-daybreak, deed-action, displeas-upset, Dozen- twelve of anything, Faint-pale weak faded dim, Lair- home, hole, burrow

### MSCCR STANDARDS

RL.1.1, RL.1.2, RL.1.3, RL.1.9,

### MSCCR CREATIVE ARTS STANDARDS

DA: Cr1.1.1 Generate and conceptualize artistic ideas and work. a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

DA: Cr2.1.1 Organize and develop artistic ideas and work. a. Choose movements that express an idea or emotion, or follow a musical phrase.

DA: Pr4.1.1 Select, analyze, and interpret artistic work for presentation. a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles. b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

DA: Pr5.1.1 Develop and refine artistic technique and work for presentation. a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality. b. Move safely in general space through a range of activities and group formations while maintaining personal space. c. Modify movements and spatial arrangements upon request.

DA: Pr6.1.1 Convey meaning through the presentation of artistic work. b. Explore the use of simple props to enhance performance.

DA: Cn10.1.1 Synthesize and relate knowledge and personal experiences to make art. b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

### RECOMMENDED RESOURCES



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MERIDIAN



Peter Pan (the book or movie)

Peter Pan by J.M. Barrie, adapted by D.J. Arneson

## LESSON SEQUENCE

A prior classroom reading and/or introduction to the story of Peter Pan is necessary.

Boundaries need to be discussed with students. Areas that are “out of bounds” need to be discussed.

1. Peter Pan is a story about a little boy who wants to live as a child forever and to never grow up. What do you think would be fun about life with Peter Pan? What do you think you would miss if you never grew up?

2. Close your eyes and envision Neverland- a wonderful place with forests and a river, a lagoon, mermaids and pirates.

3. We are going to explore Neverland through a series of activities. Every time we transition from activity to activity, I will say FREEZE! You must then “FREEZE” doing whatever it is that you are doing in that movement. Don’t let me notice your breathing...don’t even blink!

**Activity 1: Sleeping** Have the students lie down and “go to sleep” as they listen to the “Main Title” from the original soundtrack. Encourage the students to visualize themselves moving to the music. Visualization is such a powerful skill for students to develop. Say: Students, we are about to do several little activities. I need you to listen very carefully to instructions. (Whisper, if possible...) First, I want you to pretend you are in the nursery in the Darling home. You are very tired. You stretch and yawn and cozy into your bed. Secondly, while you are sleeping, I want you to visualize yourself moving to the music that is playing. Finally, when the music ends, I want you to SLOWLY wake up. Take sixty seconds to consider what all three steps would look like! Take a moment to give students feedback on what you liked. Allow them to ask questions and/or share what they experienced. Freeze!

**Activity 2: Shadow** After the first activity, run to the students and ask if they have seen their shadow. Have them look around for their shadow (under a desk, out the window, behind a shelf, and so on). Turn off all the lights and shine the flashlight on the wall. Teacher: “Oh, there’s my shadow!” Have the students follow your exaggerated dance movements in the light of the spotlight. You could create accompaniment during this section with a drum. Have the students make their shadows leap, jump, disappear, become crooked, straight, rounded, twisted, have only legs, have only arms, be tiny, be huge, and such. Have the students sneak up on their shadows and try and catch them. Have the students spread out in the room and attempt to put their shadows on. Remind them of what Wendy said “The proper way to put on your shadow is to sew it on.” Have the students pretend to sew their shadow on and then have them stand up and dance to make sure that it will not fall off. Engage with students. Freeze!

**Activity 3: Flying** (This activity could be done in two or three groups. Encourage students to be safe. I’m going to play “You Can Fly.” Together, we are going to follow the words of the song. Stop and freeze in a low shape. Think of happy thoughts while pointing to your head. Sit and start to rise. Fly slowly (run with outstretched arms). Repeat. Have the students fall crazily (but safely) down. Pretend to sprinkle them with pixie dust. After being sprinkled with pixie dust, have students think of new thoughts, rise, and y in curving pathways. Add leaps

and turns in the air. Have the students fly out the imaginary window into the night. Go around the stars and over the moon. End on the cloud (crouched down as if resting). Look. (Pretend to look through a telescope.) Teacher: "There's Neverland!" Explore/Investigate. Engage with students. Freeze!

Activity 4: Pirates Play "A Pirate's Life" Teacher: "Look, I see Captain Hook and Smee! Let's join them!" Play the song again and dance your own pirate dance (steps, hops, leg kicks with arms behind your back, an off-balanced turn, and so on). Repeat the song and dance. Engage with students. Freeze!

Activity 5: Walk the Plank Teacher: "Guess what time it is? It's time to walk the plank! Line up behind me!" Walk to the beat of the drum in a straight line. Repeat. Lift one leg slowly and fall toward that leg in a big, twisting, crazy fall into the "water." Have all the students follow. Engage with students. Freeze!

Activity 6: Crocodile Plan "Never Smile at a Crocodile." Start to swim (movements are low and rolling with big arms). Have the students roll onto their backs and open and close their arms slowly (representing the mouth of a crocodile) to the beat of the music. Have the students stand up and tick-tock back and forth, then dive back into the water and repeat the crocodile mouth movement. Create/Perform Engage with students. Freeze!

Activity 7: I Won't Grow Up Remind students of what Wendy said: "Peter, it's time to get back to London." Then Peter responded, "No! If I go back, I'll have to grow up. I won't grow up!" Play "I Won't Grow Up." Put on your Peter hat and, with the music, make four shapes. Have the students copy these shapes. Free dance. During the free dancing, place the hat on a child. Have the child make a shape that the rest of the class copies. Have them create four shapes. Repeat this free dance, picking other students to wear the hat as they lead the class through four dance steps. Engage with students. FREEZE!

Activity 8 : Fly home Teacher:"It's time to fly home. Wave goodbye to Neverland." Play "Main Title" again. Have students fly through the night (swooping, leaping, running in curving pathways, doing big gallops, and so on) and arrive back in London. Have them lie down in bed and "go back to sleep"/

## EXTENDED LEARNING ACTIVITIES

The teacher should discuss key details on the content of the story. Have the class answer as a whole or individually the following questions:

1. Who is the main character?
2. Who are the other characters?
3. Where did the story take place?
4. What were their adventures?
5. Peter never wanted to \_\_\_\_\_? (Grow up).

## SOURCES

<https://education.byu.edu/arts/lessons/away-to-neverland>

"Main Title": <https://www.youtube.com/watch?v=tHKV8XHGHwC> "You Can Fly":

<https://www.youtube.com/watch?v=YKqb-YiRUtQ> "A Pirate's Life":

<https://www.youtube.com/watch?v=9dBsrGGJadQ> "Following the Leader":

<https://www.youtube.com/watch?v=mrhCuHSpRy8> "What Makes the Red Man Red":

<https://www.youtube.com/watch?v=7GNBjWbleCI> "Never Smile at a Crocodile":



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[https://www.youtube.com/watch?v=TR2\\_N3zCXM8](https://www.youtube.com/watch?v=TR2_N3zCXM8) "I Won't Grow Up":

<https://www.youtube.com/watch?v=7K5F6QZvfv0>

## TIPS + FREQUENTLY ASKED QUESTIONS

The teachers should be prepared to move desk to create free room for movement. Students with disabilities may need modified movements.