



TEACHER WORKSHEET

CYCLE 1 • PRESCHOOL, PRE-KINDERGARTEN, KINDERGARTEN •

ACT, EXPRESS, UNDERSTAND THROUGH PHYSICAL AND ARTISTIC ACTIVITY

THE OLYMPIC ANTHEM

OVERVIEW

EDUCATIONAL OBJECTIVE:

- Act, express oneself, understand through physical activity.
- Act, express oneself, understand through artistic activity.
- Put all aspects of language to work.
- Learn together and live together.

GENERAL OBJECTIVES:

- **Put together a dance routine** on the theme of the Olympic rings, using all or part of the Olympic anthem.
- **Sequence** two different types of movement for preschoolers, three for pre-kindergartners, and four for kindergartners.

SKILLS TARGETED:

- Physical activities:
 - Put together and maintain a sequence of actions and movements, in coordination with other partners, with or without music.
 - Coordinate actions and movements with those of others, while forming circles and playing singing games.
 - Work together, perform different complementary roles, take positions opposite each other, develop strategies to achieve a common goal or effect.
- Artistic activities:
 - Come up with and reproduce simple rhythmic patterns, either with movements of the body or with instruments.
 - Describe an image, talk about a musical excerpt, and express feelings or understanding using appropriate vocabulary.
- Language activities:

Use verbal language in various ways: tell, describe, recall, explain, question, propose solutions, discuss a point of view.

NOTE:

Throughout the kindergarten cycle, it is essential to take the necessary time to allow students to practice, redo at will, search for the right way, etc.

To that end, the following are required:

- “Show and watch” learning factors (alternating roles as dancer/ spectator).



TIPS & TRICKS



Remember that the activity should remain fun, so that students develop their creativity and feel free to express themselves.

- Plan 15- to 40-minute sessions depending on age group.
- Do the activities with students, rather than just giving them lots of verbal instructions. That can make it easier for the children to understand what to do and allow them to take part without holding back.
- Think of simple instructions to perform actions for short durations, and in specific spaces to develop reference points and put students at ease.



OLYMPIC GAMES KEYWORDS:

- THE OLYMPIC RINGS • THE OLYMPIC ANTHEM
- WORK TOGETHER • COOPERATE WITH EACH OTHER
- RESPECT EACH OTHER



CONCEPTS ADDRESSED

The first Olympic Games

Starting in 776 B.C., every four years the Greeks would organize public festivities in the city of Olympia in honor of Zeus. Athletes from all the Greek cities competed in sports events that thousands of Greeks came to watch.

The Modern Games and the Olympic Anthem

In 1896, the International Olympic Committee (IOC) and its president, the Frenchman Pierre de Coubertin, was inspired by the ancient Games and organized the first modern Olympic Games in Athens.

Over time, the IOC adopted the following:

- An Olympic symbol composed of five interlocking rings, all the same size (the Olympic Rings).
- An Olympic flag with a white background and no border.
- An Olympic motto in Latin: *Citius, Altius, Fortius*.
- An Olympic anthem composed by Spyridon Samaras, with lyrics by Kostis Palamas, who were among the most famous Greek musicians in the late 19th century. The anthem has been played at every Games since the Rome Olympics in 1960. It was unanimously adopted as the official Olympic anthem at the 55th session of the IOC in Tokyo in 1958. It has been part of the Olympic Games ever since.



ORGANIZATION

EDUCATIONAL OBJECTIVE:

Beforehand, four to six “introduction to dance” sessions are needed to allow students to have their first contact with moving their bodies, moving in coordination with others, and moving to music. For the teacher, the objective here will be to:

- Identify student levels, inhibitions, and how they engage—or do not engage—in the activity.
- Instill a climate of trust between the students.
- Establish, through session reviews, moments to talk about what they have done.

RESOURCES:

- Strips to mark out the zones.
- Music.
- Ribbons, coats, stuffed animals, etc.
- A tambourine (for start and stop signals).

QUIET TIME



Before starting the session, ask students to take four or five deep breaths. Take a big breath and then exhale as if you were blowing out a lot of candles on a birthday cake.

This quiet time will help set an atmosphere of concentration before beginning the unit.

➔ STEP 1: PUTTING THE ACTIVITY IN CONTEXT (whole class, 5 min.)

Explain that, over several sessions, the students are going to experiment with different movements, sometimes with music, sometimes without.

For this activity, students must pay attention to others around them: how they move, what they are doing, how they are doing it. But first, it's important to warm up to avoid getting injured.

➔ STEP 2: WARM-UP (whole class, 5 min.)

Ask students to form a big circle and then sit down.

Warm up the different parts of the body

(naming each one) to avoid getting injured while playing.

Warm up the neck (very gently to not hurt it), shoulders, hands, waist, knees, and ankles.

➔ Tell students that athletes always warm up to avoid injuries.

➔ STEP 3: REMINDER OF THE SAFETY RULES (whole class, 2 min.)

Before starting the activity, remind students of the safety rules: listen to the instructions, start when you hear the signal, look where you're going, be careful not to bump into other students, pay attention to what is happening around you, and stop when the teacher gives the signal to stop.

➔ STEP 4: DANCING PHASE / DOING THE ACTIVITY (whole class, 15–20 min.)

Many activities are possible.

THE PLANETS GAME

The classroom is divided into two distinct parts (planets).

The inhabitants of each planet move in a particular way:

- Forwards for one, backwards for the other.
 - Stomping their feet, walking lightly on their tippy-toes.
 - One by one, in pairs, etc.
- The ways of moving around can be varied, always with the other group doing the opposite. The teacher announces the different ways of moving around.

INSTRUCTION 1:

You must all move around within the two planets. But be careful! On the red planet we walk forwards, but on the yellow planet we walk backwards. And we are not allowed to touch or bump into each other. The students spread out, then the activity begins with no change of planet. A second round is organized so that students can experience both types of movement. The teacher gives the start and stop signals with the tambourine.

INSTRUCTION 2:

The instructions are the same, but be careful! If you switch to the other planet, you must move according to that planet's rules. For example, if you go to the red planet, you must move like the other people on the red planet. And if you go to the yellow planet, you must move like the other people on that planet. Get the students to reformulate the instructions to make sure they have understood.

THE LIVING PAINTING

A space is marked out on the floor. It should be large enough so that students do not get in each other's way. Students start outside the painting. At the signal, they enter the painting, move around, then, at the second signal, they strike a pose and remain motionless within the space marked out on the floor.

The activity is resumed by asking students to vary their poses (sitting, standing, balancing, lying down, etc.).

INSTRUCTIONS:

You are going to make a living painting. To do that, at the signal, you will enter the painting, move around and then, when I hit the tambourine, you will strike a pose, whatever pose you want. When you hear the next signal, go back outside the painting and we'll start again.

VARIATION:

Split students into groups of three and appoint a leader. Students enter the painting in groups of three and then, at the signal, the leader strikes a pose that the other two students must copy. Students should take turns to be the leader.

TWINS

The space is organized the same as for the previous scenario. The activity is done in pairs: a leader and a follower. The goal is that the follower moves exactly like the leader: at the same pace, in the same fashion.

INSTRUCTIONS:

You work in pairs. The first one is the leader, which is to say, the one who decides how to move. The second must move in exactly the same way. Afterwards, you switch roles. Start at the signal and change the way you move each time I hit the tambourine.

VARIATION:

The same, but put students in groups of four.

THE BUILD-UP

Students enter the dance space as they wish and then, at the signal, stop. One student is picked to be the magician. The magician starts to move to the music, and then touches another student, who starts to move as he/she likes as well, who then touches another student, and so on. The teacher can play the role of the magician.

VARIATION:

Add an object (ribbon, stuffed animal, coat) and ask students to dance with the object, while sticking to the same rules about moving.

At the end of the sessions, you can move on to learning the dance routine.
Note: This is an activity that requires a lot of time and regular rehearsals.

➔ **STEP 5: QUIET DOWN PHASE**
(whole class, 5 min.)

Ask students to form a big circle and stay standing.

Explain what to do: just like in warm-up before playing sports, always remember to stretch afterwards to keep muscles from getting sore.

Here, in addition to teaching a healthy habit, this quiet down phase is necessary to refocus the class and bring the level of excitement back down.

Stretch the arms up as high as possible. One arm after the other, then both arms together. Bring the arms back down while breathing out deeply.
Now sit on the floor with legs crossed and lean forward to stretch out the back, while breathing out.
Finally, have students lie down (eyes closed). Put on some soft music and tell students to get up one by one and form a line.

➔ **STEP 6: BACK IN THE CLASSROOM**
(whole class, 5–10 min.)

Review what the class has done, any difficulties that may have come up, and give the students the opportunity to engage in the learning experience by explaining that everything they will do over the coming weeks will help them improve and learn to dance together.

EXTENSION OF ACTIVITY

► **WORK ON A DANCE ROUTINE TO THE OLYMPIC ANTHEM**

PUT THE ACTIVITY IN CONTEXT: For a little while now, we have been working on dancing and moving our bodies. Sometimes with music and sometimes without. Today, I want to show you some photos/videos. Watch closely and then we will talk about it afterwards.

A video of the opening ceremony from the Rio Games:

https://www.youtube.com/watch?v=N_qXm9HY9Ro

The official anthem:

<http://www.playbac-editions-speciales.fr/cnosf/cycle1/hymne-olympique.mp3>

Photos of the opening ceremonies (see annex).

WORK METHODS:

Whole class. The time varies depending on age group (10–20 min.).

Show students the photos/video.

- What do you see in the photos? What do we see in the video?
- Do you know which event this is?
- How do you know?
- What is happening in these photos/the video?

Among the possible answers the teacher expects from students: flags, Olympic rings, dancing, singing, children, moving together, beautiful, etc.

These photos/the video show an opening ceremony from the Olympic Games.

The teacher then explains what an opening ceremony is and how it is prepared. He/She points out that for the dances to be enjoyable to watch, the dancers must work well together. Just like in sports, to get a good result you have to work together and pay attention to what the other person is doing. The Olympic Games allow different people to be together, to work together, to produce an event that shows that we are better and more successful when we work together. This is called “cooperation”, or “helping each other”. This is important in everyday life.

→ In the coming weeks, we will work together to create a dance routine—where we all dance together—on the theme of the Olympic Games.

Music to be used: The Olympic Games anthem (long version no. 1).

NOTES FOR TEACHERS:

- This is a job that takes place over a very long time. Making a success of it requires time, training, and rehearsals.

The rehearsals should be spread over ten or so very regular sessions.

- Next pages: one proposal for preschoolers, and another for pre-kindergartners and kindergartners.



WORK ON A DANCE ROUTINE TO THE OLYMPIC ANTHEM

PRESCHOOL



➔ A - GET TO KNOW THE MUSIC: move to the music however you want

Mark out a dance space on the floor (see teaching resources from preliminary activities).

DURATION: 15–30 min.

METHODS: Whole class.

> Repeat steps 1, 2, and 3 of the preliminary activities (context, warm-up, safety) and then move on to step 4.

➔ STEP 4: DANCE PHASE/DOING THE ACTIVITY

Have students listen to the song and tell them to move freely.

Offer a reassuring object (ribbon, stuffed animal, coat, etc.) to any students who remain shy.

Point out the different ways in which some students move and ask the others to try and move the same way.

Repeat the exercise several times. Be sure to praise student efforts, encourage them, and let them try to emulate each other's movements.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

➔ B - WORK ON THE BEGINNING OF THE DANCE ROUTINE

PREREQUISITES: Know how to dance in a circle, know how to start and stop at a signal.

RESOURCES NEEDED: Music, strips to mark out the space, bibs in the colors of the Olympic rings (blue, black, red, yellow, and green), a tambourine.

DURATION: 15–30 min.

METHODS: Whole class.

Repeat steps 1, 2, and 3 of the preliminary activities (context, safety, warm-up) and then move on to step 4.

➔ STEP 4: DANCE PHASE/DOING THE ACTIVITY

Hand out the bibs and have students put them on. Balance the number of students in each color group.

> Phase A

Instructions: You will have to go onto the dance floor grouped together with the other students with the same color, and then form a line with that group. That means everyone with a black bib together, everyone with a blue one together, everyone with a red one together, and so on.

At each signal, one group will go and line up on the dance floor.

Do an initial trial run without music. Praise successes and attempts.

Then have students do it again, this time with music. Do several trial runs.

> **Phase B**

Instructions: Now we're going to add another step: when you hear the teacher say "jump", you must jump. First line up in your group. Then, when you hear "jump", you jump on the spot. The students practice this step. Repeat several times if necessary.

> **Phase C**

Instructions: Let's start over and add something new. Line up, jump when you hear the word, then form a circle with the other students and make the circle go round and round. The students practice this step. This requires several trial runs.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

➔ **C - WORK ON THE MIDDLE OF THE DANCE ROUTINE**

RESOURCES NEEDED: Music, strips to mark out the space, bibs in the colors of the Olympic rings (blue, black, red, yellow, and green), a tambourine.

DURATION: 15–30 min.

METHODS: Whole class.

Repeat steps 1, 2, and 3 of the preliminary activities (context, warm-up, safety) and then move on to step 4.

➔ **STEP 4: DANCE PHASE/DOING THE ACTIVITY**

Hand out the bibs and have students put them on. Balance the number of students in each color group.

1/ Repeat what was done in the previous session. Ask students to explain what they did in the previous session.

2/ Do the beginning of the dance routine once again. Do it twice to refresh everyone's memory of the beginning of the dance routine.

3/ Teach the middle of the dance routine.

Instructions: We are going to add one more step. Go onto the dance floor, raise your arms in the air and shake them, then form a circle with the other students and make the circle go round. Then, when you hear the signal, change direction, and when you hear the signal again, stop turning and shake your hands in the air.

Do several trial runs until they know the dance routine. Remember to praise successes and attempts. Point out to students that the moment to put their hands in the air and shake them comes around several times.

Do at least one more trial run so that they learn the dance routine.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

The other sessions are all conducted in the same way. The pace of the sessions should be adapted to the students' proficiency with the dance routine and the needs of the class.

CHOREOGRAPHY TO MUSIC - OLYMPIC ANTHEM FULL VERSION NO. 1

Until 18 seconds: Go on the dance floor, line up with your color group.

Until 34 seconds: Put your hands up in the air and shake them.

Until 55 seconds: Form a circle with your color group and make the circle go round in one direction.

Until 1 min. 12: Make the circle turn in the other direction.

Until 1 min. 30: Put your hands up in the air and shake them.

Until 1 min. 50: Spread out in the room and move around however you want.

Until 2 min. 02: Put your hands up in the air and shake them.

Until 2 min. 20: Form a circle with your color group and make the circle go round in one direction.

Until 2 min. 30: Put your hands up in the air and shake them.

Until 2 min. 45: Form a circle.

Until the end (3 min. 05): Sit down one by one and wrap your arms around your knees.



WORK ON THE DANCE ROUTINE TO THE OLYMPIC ANTHEM

PRE-KINDERGARTEN AND KINDERGARTEN

Notes for teachers:

- The process and set-up are the same as for preschoolers.
- Work on the movements to practice. Once again, progress from one sequence to the next, and practice doing the sequences in time with the music.

Repeat the prerequisite activities before starting the learning session.

➔ A - GET TO KNOW THE MUSIC: move to the music however you want

Mark out a dance space on the floor (see teaching resources from preliminary activities).

DURATION: 15–30 min.

METHODS: Whole class.

> Repeat steps 1, 2, and 3 of the preliminary activities (context, warm-up, safety) and then move on to step 4.

➔ STEP 4: DANCE PHASE/DOING THE ACTIVITY

Have students listen to the song and tell them to move freely. Offer a reassuring object (scarf, ribbon, cane, cube, etc.) to any students who remain shy.

Point out the different ways in which some students move and ask the others to try and move the same way.

Repeat the exercise several times. Be sure to praise student efforts, encourage them, and let them try to emulate each other's movements.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

➔ B - WORK ON THE BEGINNING OF THE DANCE ROUTINE

PREREQUISITES: Know how to dance in a circle, know how to start and stop at a signal.

RESOURCES NEEDED: Music, strips to mark out the space, bibs in the colors of the Olympic rings (blue, black, red, yellow, and green), a tambourine.

DURATION: 15–30 min.

METHODS: Whole class.

Repeat steps 1, 2, and 3 of the preliminary activities (context, safety, warm-up) and then move on to step 4.

➔ STEP 4: DANCE PHASE/DOING THE ACTIVITY

Hand out the ribbons and tie them around the students' wrists.

Balance the number of students in each color group.

Place five colored blocks on the floor (blue, red, yellow, green, black) to show students where to stand when they form a circle.

> Phase A

Instructions: Go onto the dance floor in any order you want and then wave your hands in the air so that all the colors are mixed together. At the tambourine's signal, lower your hands, and form a circle with your color group. That means everyone with a black ribbon together, everyone with a blue one together, everyone with a red one together, and so on.

At each signal, students get ready at the edge of the dance floor.

Do an initial trial run without music. Praise successes and attempts.

Then have students do it again, this time with music. Do several trial runs.

> Phase B

Instructions: Now we're going to add another step: when you hear the tambourine, form a circle (without holding hands, walking one behind the other), putting one hand on your hip and waving your hand in the air with the ribbon.

The students practice this step. Repeat several times if necessary.

> Phase C

Instructions: Let's start over and add something new. First, go onto the dance floor, form a circle with your color group, then close the circle by joining hands.

The students practice this step. This requires several trial runs.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

➔ C - WORK ON THE MIDDLE OF THE DANCE ROUTINE

RESOURCES NEEDED: Music, strips to mark out the space, ribbons in the colors of the Olympic rings (blue, black, red, yellow, and green), a tambourine.

DURATION: 15–30 min.

METHODS: Whole class.

Repeat steps 1, 2, and 3 of the preliminary activities (context, warm-up, safety) and then move on to step 4.

Keep the same color groups.

Hand out the ribbons and tie them around the students' wrists.

Balance the number of students in each color group.

Place five colored blocks on the floor (blue, red, yellow, green, black) to show students where to stand when they form a circle.

➔ STEP 4: DANCE PHASE/DOING THE ACTIVITY

Repeat what was done in the previous session.

Ask students to explain what they did in the previous session.

PRE-KINDERGARTEN

Add the following: The rings come together again.

Instructions: Once everyone is down on the floor, you must form the rings again. To do that, you will have to listen carefully. At each signal, all students with the same color ribbon must stand up and regroup (without forming a circle) at the right place. You can strike a special pose. Let's start with the blue group.

Do a trial run without music, doing the colors in sequence: blue, black, red, yellow, and finally green. Then start over with the music.

KINDERGARTEN

Add the following: The rings come together again.

Instructions: Once everyone is down on the floor, you must form the rings again. To do that, you will have to listen carefully. When the signal is given, you must spread out again on the dance floor.

Student #1 on each team will stop in a still pose while student #2 on the same team "connects" to him or her. Then they start again in pairs, stop again until student #3 comes to "connect", and so on... until the whole group is together again (without forming a circle) in the right place. Remember to keep moving your arms so that the ribbons can be seen.

Before starting, remember to assign a number to each student on each team.

Do a trial run without music, using just one color as an example.

Then do the same with all the colors and, finally, do a trial run with the music.

If this proves too difficult, an easier option is possible:

Instructions: Once everyone is down on the floor, you must form the rings again. To do that, you will have to listen carefully. At the signal, student #1 will go and get student #2, then they will go and get student #3, and so on, until the whole group is together in the right place (without forming a circle). Remember to keep moving your arms so that the ribbons can be seen.

Before starting, remember to assign a number to each student on each team.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

The other sessions are all conducted in the same way. The pace of the sessions should be adapted to the students' proficiency with the dance routine and the needs of the class.

➔ D - WORK ON THE END OF THE DANCE ROUTINE

RESOURCES NEEDED: Music, strips to mark out the space, ribbons in the colors of the Olympic rings (blue, black, red, yellow, and green), a tambourine.

DURATION: 15–30 min.

METHODS: Whole class.

Repeat steps 1, 2, and 3 of the preliminary activities (context, warm-up, safety) and then move on to step 4.

Keep the same color groups and student numbering.

Hand out the ribbons and tie them around the students' wrists.

Balance the number of students in each color group.

Place five colored blocks on the floor (blue, red, yellow, green, black) to show students where to stand when they form a circle.

➔ STEP 4: DANCE PHASE/DOING THE ACTIVITY

1/ Repeat what was done in the previous session. Ask students to explain what they did in the previous session.

2/ Repeat the whole dance routine. Do it twice to refresh everyone's memory of the whole dance routine.

3/ Teach the end of the dance routine.

Instructions: For the end of the dance routine, when you are split into color groups:

- Form a circle for each color.
- Spread out, dancing and shaking the ribbons.
- Form the rings by color, shake the ribbons and then get down, one by one, wrapping your arms around your knees.

Do several trial runs until they know the dance routine. Remember to praise successes and attempts. Do at least one more trial run so that they learn the dance routine.

Repeat steps 5 and 6 from the preliminary activities (quiet down phase, oral review) to conclude the session.

The other sessions are all conducted in the same way. The pace of the sessions should be adapted to the students' proficiency with the dance routine and the needs of the class.

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Until 55 seconds: Form a circle with your color group and make the circle go round in one direction.

Until 1 min. 12: Make the circle turn in the other direction.

Until 1 min. 30: Put your hands up in the air and shake them.

Until 1 min. 50: Spread out in the room and move around however you want.

Until 2 min. 02: Put your hands up in the air and shake them.

Until 2 min. 20: Form a circle with your color group and make the circle go round in one direction.

Until 2 min. 30: Put your hands up in the air and shake them.

Until 2 min. 45: Form a circle.

Until the end (3 min. 05): Sit down one by one and wrap your arms around your knees.

Opening ceremony photos.



CNOSF/KMSP photo



Opening ceremony photos.



CNOSF/KKSP photo