**The Very Hungry Caterpillar**

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Level 7, 2 Lonsdale Street
Melbourne VIC 3000

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# Topic: The Very Hungry Caterpillar

# Level: Foundation

# Victorian Curriculum

## Health and Physical Education

### Content descriptions

Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor … settings [(VCHPEM064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM064)

Identify and describe how their body moves in relation to effort, space, time, objects and people [(VCHPEM067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM067)

Use trial and error to test solutions to movement challenges [(VCHPEM069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM069)

### Achievement Standard (extract only)

By the end of Foundation Level, students… describe how their body responds to movement. … They perform fundamental movement skills and solve movement challenges.

## The Arts: Dance

### Content descriptions

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas [(VCADAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences [(VCADAD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAD018)

Respond to dance, expressing what they enjoy and why [(VCADAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAR020)

### Achievement Standard (extract only)

By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.

Students describe what happens in dance they make, perform and view.

# Teaching and learning activities

The following teaching and learning activities are designed to teach knowledge, skills and understandings relating to Health and Physical Education and The Arts: Dance for the Foundation Level.

### Introduction

These activities should be delivered across several sessions. A total of about 45 to 60 minutes should be allowed for the introduction and practical activities. The responding (discussion, literacy) aspects of the activities will require about five minutes per session or stage.

Read the story of *The Very Hungry Caterpillar* to the class. (see Resources)

Develop a discussion around the following topics:

* Why the caterpillar might be so hungry
* How do caterpillars move?
* How do caterpillars grow and change?
* What is a cocoon?
* How do butterflies move?

### Activity 1: Warm up

Conduct an activity to enable students to warm up and prepare their body and mind for their dance. For example play a game of jungle animals by telling students that they are to move like an animal. Display posters or project images to inform and/or remind students about each animal. Provide students with a range of actions that they can perform such as:

* stretching up tall like a giraffe
* swinging a trunk like an elephant
* running fast like a tiger
* scratching like a monkey
* slithering like a snake
* flapping their arms like a butterfly.

### Activity2: The Caterpillar

Briefly discuss words that represent the types of movement that a caterpillar makes such as: sliding, inching, curling, wiggling, crawling, rolling, pulling, pushing.

Students explore ideas for re-telling the story through movement. For example, they begin by moving as a caterpillar exploring movements such as eating, feeling very full, feeling ready to sleep and spinning a cocoon. Students work in pairs and at the end of the allotted time show their ideas to other groups. For example they might explore:

* body shapes for a caterpillar
* locomotor movements that represent ways a caterpillar moves
* spinning and creating their own cocoon
* movements that happen at different levels (high, medium and low) and with different dynamics (fast and slow).

### Activity 3: Breaking Free

Next, students explore movement possibilities for expressing ideas about how the caterpillar will move and feel about being confined within the cocoon. They will also create movement to show how the caterpillar might feel when it breaks free and is changed into a butterfly.

For example students could:

* create a body shape representing their hibernation in the cocoon and explore ideas for moving within the cocoon
* break free of their cocoon focusing on elements of dance such as space and force. Use terms such as: squirm, wriggle, fidget, inflate, push, grow, swell, burst, pop, to assist students in their movement exploration
* begin to explore movement as a newly formed butterfly including:
	+ locomotor movement to represent flight, such as twisting, turning, landing, leaping
	+ qualities of movement of the butterfly such as - soft, light, float, glide, gentle. Encourage students to move lightly when performing their locomotor movements by moving on the balls of the feet where possible.
	+ levels of movement in space such as high, low, medium.

### Activity 4: Butterfly Dance

Using scarves as wings students work in pairs to create movement sequences as butterflies. They share their work with another group.

The movement sequence could include;

* locomotor or travelling movements showing flight and two other movements of choice
* two different levels of movement

Encourage students to safely:

* explore moving as a butterfly with scarves as wings
* develop their own ‘butterfly’ dance including flight movements and two other locomotor movements
* tell a story through their dance
* move from one level to another level in their dance, for example low to high or medium to low

At the end of this session students take turns to perform their dance to another group.

### Activity 5: Cool down

After each practical session provide an opportunity for students to cool down by focusing on slow movements and stretching followed by a period of relaxation. For example revisit the slow movements and stretching examples of the warm up game of jungle animals, this time imagine the animals at the end of the day, preparing for sleep.

### Activity 6: Responding

Students describe their movements, for example selecting vocabulary from a list, drawing, using technology to create an animation or talking to somebody about their dance.

Students could respond by:

* describing how their body moved
* discussing with their partner or another group how they made their body move and why
* commenting on other groups dance sequences for example completing the sentences:
	+ I enjoyed the dance because …
	+ My favourite movement in the dance was …

This activity can be undertaken at the end of each session. Students might begin by describing their own dance and then use structured sentences (I enjoyed …) to describe movements in the other groups’ dance.

# Assessment ideas

## Pre-assessment

Ask students to draw the life-cycle of a caterpillar/butterfly and to talk about why the caterpillar might be very hungry. Use this to assess the students’ understanding that creatures can change shape and form.

## Ongoing formative assessment

Ask students to use words and/or images to express their feelings about each section of the dance (The Caterpillar, Breaking free and The Butterfly dance). The words and images could be displayed around the room as stimulus and students might move to the word or image that best represents their feelings. Use this to assess students’ ability to express their response to dance.

## Summative Assessment

Ask students to re-create the story of *The Very Hungry Caterpillar* through a series of locomotor and non-locomotor movements using different body parts. Refer to the assessment rubric on page 6 to identify where students are located on the Victorian Curriculum continuum.

# Resources

### Text

The Very Hungry Caterpillar – Eric Carle (2001), Penguin Books Ltd. ISBN: 9780140569322

### Equipment

Class set of coloured scarves – two per student (optional)

### Teacher information

[Ausdance, Safe Dance factsheets](http://ausdance.org.au/publications/details/safe-dance-factsheets) contain basic information about a creating safe dance environment and strategies for minimising the risk of accident and injury.

[Australian Sports Commission, Move to dance](https://www.healthyactivekids.com.au/wp-content/uploads/2013/12/Companion-Book-Dance.pdf) booklet provides information about teaching dance, including information about safety, equipment and strategies for conducting dance lessons.

# Ideas for additional Victorian Curriculum links

## Science

This lesson could be extending to teach aspects of the Science Curriculum relating to the Biological sciences strand.

### Content descriptions

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met [(VCSSU042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU042)

Living things grow, change and have offspring similar to themselves [(VCSSU043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU043)

### Achievement Standard (extract only)

By the end of Level 2, students … identify and describe examples of the external features and basic needs of living things. They describe how different places meet the needs of living things.

Assessment Rubric: The Very Hungry Caterpillar (Foundation)

|  |  |
| --- | --- |
|  | **Relevant element of the Achievement Standards** |
|  |  | **Foundation** |  | **Level 2** |
|  | **Health and Physical Education** |
|  |  | **By the end of Foundation Level**, students… describe how their body responds to movement. …They perform fundamental movement skills and solve movement challenges. |  | **By the end of Level 2**, students ... demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. |
|  | **The Arts - Dance** |
|  |  | **By the end of Foundation Level**, By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.Students describe what happens in dance they make, perform and view. |  | **By the end of Level 2,** students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.Students communicate about dances they make, perform and view, and discuss where and why people dance. |

|  |  |
| --- | --- |
|  | **Assessment Rubric** |
| **Category** | **Progressing towards Foundation students can:** | **At Foundation students can:** | **Progressing towards level 2 students can:** | **At level 2 students can:** |
| Performs fundamental movement skills to solve movement challenges | * perform some fundamental movements
 | * consistently perform some fundamental movement skills
* demonstrate the ability to consistently contact the ground with the balls of the feet
 | * demonstrate the fundamental movements selected for their dance
* demonstrate the ability to consistently contact the ground with the balls of the feet showing some elevation of movement
 | * consistently perform fundamental movements selected for their dance
* show elevation of movement while maintaining balance
 |
| Create and perform a dance sequence  | * perform a dance with at least two movements that represent a caterpillar and/or a butterfly
 | * create and perform a dance sequence of at least three movements embodying a caterpillar and/or a butterfly
 | * create and perform with flow a dance sequence of at least three movements embodying a caterpillar and/or a butterfly
 | * create and perform movement sequences that incorporate the elements of movement to communicate dance ideas
 |
| Demonstrates different levels and dynamics of movement | * demonstrate movement at one level
* use movements with different dynamics
 | * demonstrate at least two levels of movement
* demonstrate contrasting dynamics
 | * demonstrate contrasting levels of movement
* attempt to match dynamics to the ideas being communicated
 | * students use the elements of dance to make and perform safely, dance sequences and express ideas
* match dynamics to the ideas being communicated
 |
| Responding to dance  | * use simple terms and/or images to describe how their body moved
 | * describe how their body moved and what they enjoyed
 | * describe how their body moved and why they chose specific movements
 | * describe what happens in dances they make, perform and view
 |