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About the Author

My name is Lynn Dryden. I qualified as a language teacher in 1974 and worked in secondary education for 8 years then worked in middle schools for 25 years. At one point in my teaching career I worked in the hospital teaching service in Newcastle, for a few years, which is where I became more creative in my teaching of all subjects. I then returned to middle school and went through many inspections and all the changes of my school becoming part of an academy.

I retrained in primary Spanish in 1998 in Santiago de Compostela.

In 2005 I became an Advanced Skills Primary Languages Teacher and I was fortunate enough to be able to go into schools within the city and upskill enthusiastic teachers who wanted to teach French to their own classes.

I thank all those teachers for allowing me to share their enjoyment of language teaching especially Gill Teal, the Primary Languages Consultant who encouraged me in all my creative ideas.

As a languages teacher I was always searching for the ultimate way to motivate my pupils and make language learning fun for them. I think using dance and teaching vocabulary actively comes close to what I was looking for, as I have seen my pupils of all abilities and all ages from Key Stage 1 to PGCE students achieve outstanding results whilst enjoying language learning.

At this point I have to say that I am also a qualified dance teacher although I no longer teach dance classes. However, my long suffering teacher Judith Mason who helped me to qualify as one of the oldest disco dance teachers at the age of 40 should be given credit for all the moves she taught me all those years ago and which I have been making easier and adapting for my own good for the past 20 years. Thank you Judith!

I feel it is important to mention that the methods I use to introduce my topics actively are not unique but are ideas that I picked up on my journey as a languages teacher working alongside some of the best. A big thank you to all the fantastic teachers I have been lucky enough to work alongside during my teaching career and for sharing their ideas.

I hope this book will be useful to you and that you get as much enjoyment from teaching languages as I still do. Good Luck and enjoy.

Dedication

I would like to dedicate this book to my mam and dad, Joan and Arthur Smith who knew my potential before I did and who supported and encouraged me throughout my school years. I would also like to thank my husband Jim and daughter Tessa for all their time spent encouraging me to try out my ideas.

Introduction

Here are just some ideas to help your pupils memorise the vocabulary and phrases you teach them in French.

Learn the Words and Phrases Actively

- Try to teach vocabulary in an active way because it is a well-known fact that pupils:
 - ❖ remember only 20% of what they hear
 - ❖ 70% of what they see
 - ❖ but 90% of what they do.
- Using actions to reinforce vocabulary and phrases is the perfect way to enhance learning. If your body is actively involved in learning something it will be easier to retain what you have learnt.

Recite and Repeat Words and Phrases

- 'Repetitio est mater studiorum' (repetition is the mother of all learning), to quote a Latin proverb. The best way to remember what you are learning is to repeat and recite it out loud; by doing this the memory is enhanced even more.
- Use a combination of memory techniques. As a teacher you will know there are a whole host of memory techniques you might use to help your pupils remember important information. These can work on their own but, in my own experience, I think some techniques work better when combined. For example, you can sing or repeat important phrases to well-known tunes to help your pupils remember but combining the singing or repetition with a dance routine can have a really positive result for all abilities.

Dance Routines in this Book

- The dance routines in this book can be used as they are and taught in the target language, in this case French. Pupils will still pick up the language but I feel more language is remembered if pupils are introduced to the new topic using an active learning approach prior to teaching the dance routines. You will find doing this will give you and your pupils, excellent results. For this reason, each routine is preceded by an 'Active Introduction'.

The DVD

- On the DVD you will find a video demonstrating each dance, first by the author (Lynn Dryden) and then by pupils from Mountfield Primary School and St Cuthberts Catholic Primary School in Newcastle. The DVD has subtitles to help reinforce the French vocabulary.

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The CD

- Instrumental music tracks for each of the dances can be found on the CD.

Music Tips

- For copyright reasons, the tunes used as backing tracks on the DVD and CD have been specially composed. However, karaoke or instrumental versions of other music can be bought from iTunes. Listen to Radio 1 to keep up to date. Most popular hits have karaoke versions which makes it easy to find a suitable track, that will appeal to your pupils.
- I download tracks on to my iPhone or iPad then use a bluetooth mini speaker. This allows you to play music through your phone and the speaker is loud enough for the class.