

EGYPTIANS DANCE LESSON 3

Year 3 & 4

Egyptian Hieroglyphics and Symbols

Learning Intention: How can you use a stimulus to perform a dance?

Yr 3

I can sometimes respond to a stimulus

I can explore some movements in response to a stimulus

I can respond imaginatively to a stimulus and explore movements

Yr 4

I can explore some movements in response to a stimulus

I can respond imaginatively to a stimulus and explore movements

I can respond imaginatively to a stimulus and show a variety of movements with control

EQUIPMENT:

Resources: Egyptian Hieroglyphics and symbols

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols
TRACK 5 – Warm-up Music – Fast Egyptian Beats

STARTER:

1. What is a stimulus? A stimulus is something that inspires you to choreograph a certain dance. For example: Music – Mood – Lyrics – Words.

The stimulus for this class is Egyptian pictures called Hieroglyphics.

2. Show the class the pictures of Egyptian Hieroglyphics and symbols and discuss their meaning: picture language like pictograms/alphabet, resemble shapes/objects/people and convey stories.

WARM UP:

TRACK 5 – Warm-up Music – Fast Egyptian Beats

1. The children walk, then progress to a skip, jump, gallop around the space
2. When the teacher pauses the music and says the command word 'FREEZE', the children make any pose or balance they choose.

Challenge: You could choose some symbols from the pictures to call out as command words for the children to perform as a freeze: e.g. bird, flower, snake, tree etc.

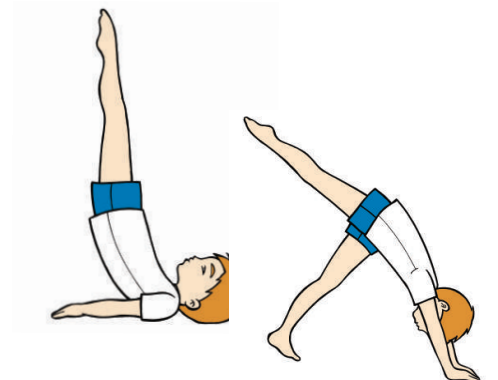
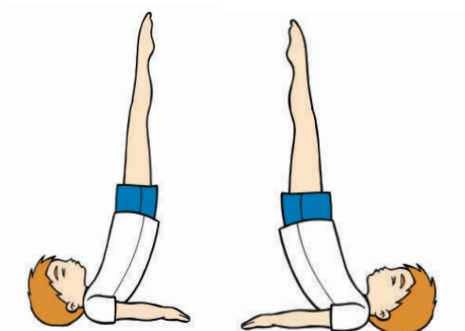
ACTIVITY 1: Exploring Hieroglyphics and symbols

1. Share the hieroglyphics and symbols with the children.
2. The children get into pairs and use the pictures as stimulus to explore movement ideas e.g. they might copy the poses of the people, become one of the animals i.e. bird or snake, or create moves that show key symbols i.e. star, flower, tree or fire.

TP: Give plenty of time for the children to get creative! (10 minutes approx')

ACTIVITY 2: Symmetry and A-Symmetry

1. The children face their partners and choose which movements they could perform in symmetry (both sides the same, like a mirror image)
2. The children now choose which movements they could perform in A-Symmetry (both sides different.)



ACTIVITY 3: Creating Hieroglyphics and symbols dance

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols

The children now choose their favourite moves from activity 1 and 2 to create their own dance.

Make it easier: Use the pictures provided

Make it Harder: Add in some ideas of their own as well as the pictures

Challenge: Create all of their own ideas, shapes and symbols through movement

ACTIVITY 4: Performance

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols

1. Split the class into audience and performers to share their work.
2. Teacher to spread out the groups and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers, OR give feedback after they have watched it back. What were your favourite shapes and why?
4. Swap over.

COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk to bring their heart rates down.

PLENARY

Did you enjoy making Hieroglyphics and symbols out of your bodies today? Do you think it was clever of the Egyptians to create this early language? What is a stimulus?

