

ECO WARRIOR DANCE (LESSON 1)

Yr 5

Learning Intention: How can you use 'relationships' when performing a dance?

Resources:

Yr 5

I can begin to show some 'relationship' elements in my dance

I can show some 'relationship' elements in my dance

I can show a variety of 'relationship' elements in my dance

Music Track 1: Warm-up Music

Music Track 2: Musical Machinery

Note: this may take more than one lesson.

Yr 5 Key Words: Relationships, space, dynamics, elements, matching, mirroring, energy, speed, flow, collaborate

Starter

Watch the YouTube clip. Discuss the waste products we produce and how we could change this.

https://www.youtube.com/watch?v=OasbYWF4_S8 (Please note this is an external link to PPP)

Warm up and introduction to relationships

Suggested Music: Track 1

In groups of four, create an aerobic dance warm up:

We are going to look at the **relationship** element of dance.

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are some examples: **Matching and mirroring, unison and canon and formations.**

1. Can you try and add each of the below into your warm up?

Matching and mirroring:

Match - Can you stand side by side and match each others moves?

Mirror - Can you stand facing each other and mirror each others moves?

Linking learning: During gymnastics in Year 4, you performed matching and mirroring balances.

Unison and canon:

Unison - dancing at the same time.

Canon - like a domino - one after another.

Linking learning: We learned unison, canon and formations in Years 3 & 4. We also use these in gymnastics.

Formations - How many different formations can you use? For example side by side, square and diamond. Recap of prior learning from Year 4.

In pairs, children are going to work on becoming factory machinery which makes the millions of tons of waste products created every day, such as plastic bottles, cans, boxes etc.

1. The children find a space to explore the different movements you might make as factory machinery.

Q&A: How can they work in **unison**? Can they work in **canon**?
Can they **mirror** each others actions? Can they **match** each others actions?

The teacher says the following buzz words and then gives the children 30 seconds to explore each word with the music playing:

BUZZ WORDS: PUSH, PULL, CRUSH, BANG, WINDING, SLICE, SQUASH.

2. At the end of each 30 second exploration, the children choose their favourite move for that buzz word, until they have 7 moves in total.

ACTIVITY 2: Conveyor Belts

Recap of prior learning. Q&A – What does **canon** mean?

Canon – people performing the same move one after the other.

Teacher to show an example: e.g. choose four children – all crouch down – then stand up one at a time, like a domino effect.

1. The children get into groups of 4-5 and show each other their 7 moves. They watch each other and as a group decide on 4-5 of their favourite moves. Each child in the group should have a different move.

2. The group stand in a line to create a conveyor belt – passing their movement down the line in a repetitive pattern.

Child 1 starts, passes to child 2, and so on.

Once they have started, they continue to repeat their action 4-5 times, passing their movement down the line.

Each child can then switch off, until the whole group is switched off (this could be going into a squat position or hanging their upper body forward).

The children are going to use their bodies to create different modes of transport.

Discuss how vehicles emit fumes and gases into the atmosphere and how we could change our mode of transport to help.

1. Discuss different modes of transport e.g. cars, trains, planes etc.
2. Get the children into their groups of 4-5 and give them a different mode of transport each.
3. The children use their bodies to create different parts of that mode of transport.
E.g. Car – one might be the seat, one might be the steering wheel, one the windscreen/wipers etc.

Can they perform their actions at different times to make their vehicle move?

Can they show different **formations** when they create their dance?

How else can they bring the **relationship** element into their dance?

Challenge: Can they move in **canon** from their vehicle that emits fumes to a new and improved vehicle that is more eco-friendly?

Q&A: How have you made it eco-friendly? What have you changed?

The children are going to practice and then perform:

Activity 2: Conveyor belt dance.

Into...

Activity 3: Vehicle that emits fumes/new and improved vehicle.

Can they bring as many of the relationship elements to their dance:
unison, canon, formation, matching and mirroring.

Split the class into two. One half to dance and the others to watch.

1. Teacher to spread out the groups and count them in to the music.
2. Children can be mini-coaches and give feedback to the performers.

What did they like about the performance?

Why was the relationship element important in our dance today?

3. Swap over.

COOL DOWN

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

PLENARY

Did you enjoy today's lesson? What have you learnt about being an Eco-Warrior and fighting the battle of pollution? What does the concept 'relationship' mean in dance? How have we used it today?