

ECO WARRIOR DANCE (LESSON 3)

Yr 5

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

Resources:

Yr 5

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

I can show some 'dynamic' elements in my dance

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

Music Track 1: Warm-up music

Music Track 4: Energy (The Prodigy)

Video s

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

Starter

Watch the YouTube clip and discuss our use of energy and how we can make it better:

https://www.youtube.com/watch?v=Giek094C_l4 (Please note this is an external link to PPP)

Warm Up and introduction to dynamics

Suggested Music: Track 1

In groups of four create an aerobic dance warm up:

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

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, acceleration/deceleration, low energy/high energy, strong/light, flowing/sharp.

1. Can you try and add each of these below to your warm up?

Energy

Low energy - smooth movements - arm circles, walking slowly, shoulder movements.

High energy - strong powerful movements - sprinting fast, star jumps.

Speed

Slow - move in slow motion.

Fast - move in double time.

Acceleration /deceleration - slow to fast or fast to slow.

Flow

Robotic - short, sharp movements.

Continuous flowing smooth movements - swinging arms, twisting, turning.

ACTIVITY 1: The Energy Scale

Suggested Video: 2

Q&A: What do we use in our houses every day that requires **energy**?

Can we sometimes use too much **energy** or waste it?

How could we work on using less? What could we do?

The children walk around the room using the scale of 0-10 as an **energy** indicator.

The teacher calls out a number and the children must move at that speed.

E.g.

0 – stop/freeze.

1 – as slow as you can walk.

5 – normal walking pace.

10 – as fast as you can walk.

Note: This is the speed element of dynamics.

ACTIVITY 2: Energy Dance.

Suggested Music: Track 4
Suggested Video: 3

The children watch video 3 as an example of an **energy** dance.

1. The children get into pairs and create their own **energy** dance using strong, energetic movements e.g. star jumps, burpees etc.

Make it easier: The children can learn the dance from Video 2.

Make it harder: The children create their own movements.

Note: This is the energy element of dynamics

ACTIVITY 3: Energy Usage

Suggested Music: Track 4

Children in pairs. They are now asked to play around with the **energy** of their dance using the scale 0-10. Watch the video as an example.

The children explore which moves could be at what **energy** level and rate each of their moves with a number from 0-10.

0- Stand still - Frozen, pause - no energy.

1-3- Low energy - floppy, lazy.

5-7- Medium energy - gentle, smooth, direct.

8-10- High energy - powerful, sharp,

Practice going from the start to the end of their energy dance varying their energy levels.

TP: Encourage them to vary the **energy** level throughout.

They could have some pauses/switching off at times or at the end.

ACTIVITY 4: Renewable Energy

Suggested Music: Track 4

As a class explore the different ways we can produce energy that is renewable: e.g. wind, wave, sun etc. Think of different movements for each:

WIND: turning on the spot, waving arms around, swaying from side-to-side, jumps out into a wide stance.

WAVE: rippling arms/body, rainbow arms over head, rising low to high alternately.

SUN: star shape with twinkling fingers, slow turns on the spot, powerful arm movements, strong bold shapes.

Note: Children can use all 3 dynamics in this e.g. **Energy, flow and speed**

1. The children get into their pairs and create a dance based on renewable energy.

The children can watch the video as an example.

Make it easier: Choose one renewable energy e.g WIND and use the movements explored.

Make it harder: Choose one or two renewable energies and add the movements explored.

TP: Encourage the children to think about what level of energy each renewable source might have.

The children share their renewable energy dance with the rest of the class.

Make it easier: They can choose to perform one.

Make it harder: They perform both.

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

Teacher to spread out the groups and count them in to the music.

Children can be mini-coaches and give feedback to the performers.

What did they like about the performance? Who had good and clear uses of **dynamics**?

How did they change their **energy, speed and flow**? How did that make the dance performance effective?

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 how can we all move towards renewable energy? How did you show dynamics in your dance?