

EGYPTIANS DANCE LESSON 1

Year 5

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

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

EQUIPMENT:

MUSIC:

TRACK 1: GODS

TRACK 5 – Warm-up Music

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

STARTER: Egyptian Gods

Show the children the pictures of each God/Goddess and then discuss them.

Resource: Egyptian Gods/Goddesses pictures.

Warm Up and introduction to dynamics

Suggested Music: Track 5

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 double time.

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

Flow

Robotic - short, sharp movements.

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

1. The children get into pairs to explore all of the Gods/Goddesses from the list below.

Examples of god/goddesses to use:

AMUN-RA: God of sun

HATHOR: Goddess of Love, Joy, Music

KHMUM: God of water and rain



SET: God of war, chaos and storms

GEB: God of earth, earthquakes

SEKMET: Goddess of war/battle

Encourage the children to use the different dynamic elements (**energy, speed and flow**) for each god e.g.

Water: **Low energy, slow speed, continuous flow**

Rain: **Medium energy, acceleration/deceleration speed, continuous flow**

War/battle: **High energy, fast speed, abrupt flow**

Allow the children plenty of time to explore and create (approximately 15-20 minutes)

ACTIVITY 2: Parade of the Gods/Goddesses

1. Split the class into two.

a) One half to be the Egyptian people: who are kneeling, praying and calling to the Gods/Goddesses

b) and the other half to be the Gods/Goddesses who appear to the people (and perform their dance moves.)

2. Swap over.

Q& A: What dynamic elements did they see when the gods were performing?
e.g. **energy, speed and flow.**

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 being a God/Goddess?
What have you learned today about the importance of Gods/Goddesses in Egyptian times?
How did you show a variety of dynamics in your dance?