

# EGYPTIANS DANCE LESSON 6

Year 5

Egyptian Extravaganza This may take more than one lesson

EQUIPMENT:

TRACK 5 – Warm-up Music

TRACK 4: Egyptian Dance

Learning Intention: How can you collaborate with a group to make a dance performance?

- Yr 5
- I can begin to collaborate with a group to create a dance performance
  - I can collaborate to create a dance performance
  - I can co-operate and collaborate to create a dance performance displaying a range dance elements

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

## Warm-up:

TRACK 5 – Warm-up Music

1. Children to discuss with their partner and be ready with three Egyptian poses
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1 or POSE 2, the children FREEZE in that pose

### Rules of the game:

- They must use a **space** or **relationship** element with their partner e.g.

**Space:** Can the children use different **levels, directions or size of movement to their partner?**

**Relationships:** Which of the movements could include **matching/mirroring?**  
Can they use different **formations** on their pose? e.g. back to back, face to face, side by side.

It is recommended to use 1 music track to put all of the work together

**Step 1:** Recap Lesson 4, activity 2: **Egyptian Dance**

**Step 2:** Recap Lesson 5, activity 2: **Silhouettes Dance**

**Step 3:** Recap Lesson 3, activity 3: **Hieroglyphics and symbols dance**

**Step 4:** Recap Lesson 1, activity 2: **Gods/Goddesses Dance**

The musical timing is now dependant on how long each pairs dance is.

It is recommended to finish the dance at 2min 48seconds to fit with the music. (Pairs may have to adapt their dances slightly to fit in with music)

TP: Allow plenty of time to remember, practise and learn.

Re-watch video 1, 2, 3 and 4 if required. (Allow 20-30 minutes)

Children to communicate and collaborate together ensuring they think of everything they have learned e.g. Relationships, Space and Dynamics

## MUSIC: TRACK 4: Egyptian Dance

### ACTIVITY 2: Rehearse!

In their pairs, the children decide what they would like to include in their final performance.

**Make it easier:** This might include only 1 or 2 dances. The Egyptian Dance and Silhouettes Dance are recommended for less confident children.

**Make it Harder:** The children perform at least 3 out of the 4 dances.

**Challenge:** The children perform all 4 dances, and add to them by adding in their own new ideas.

TP: Allow plenty of time to rehearse. (10-15 minutes)

The musical timing is now dependant on how long each pairs dance is. It is recommended to finish the dance at 2min 48seconds to fit with the music.

### ACTIVITY 3: Performance!

1. Split the class into two. One half to dance and the others to watch.
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. Did you enjoy the performance and if so why? What elements did you enjoy most? **Relationships, Space and Dynamics**
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 learning all about The Egyptians?  
What did you enjoy the most, and why?  
How did you collaborate with each other to adapt or create your new dance?