

# EGYPTIANS DANCE LESSON 5

Year 5

Learning Intention: How can you use different dance elements when performing?

Yr 5

I can begin to demonstrate dance elements in my performance  
(Space, Relationships, Dynamics)

I can show some dance elements in my performance  
(Space, Relationships, Dynamics)

I can show a clear use of dance elements in my performance  
(Space, Relationships, Dynamics)

## EQUIPMENT:

TRACK 4 : Egyptian Dance  
TRACK 5 – Warm-up Music –  
Fast Egyptian Beats  
Resources:  
Video : Silhouette shapes  
Video : Silhouette partner dance

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

## WARM UP:

Starter: What are silhouettes?

1. Watch the video clip: [https://www.youtube.com/watch?v=\\_5BwgCeZ--w](https://www.youtube.com/watch?v=_5BwgCeZ--w) and discuss what a silhouette is in Egyptian Dance: silhouettes are strong, dark shapes or outlines of someone or something. So when we create a silhouette shape with our bodies, we are creating a strong, bold shape/outline.

2. Also show the children the video to show what their silhouette shapes can look like.

## Warm-up:

TRACK 5 – Warm-up Music –  
Fast Egyptian Beats

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.

4. The children can get into their pairs and recap their Egyptian dance from last lesson as part of their warm-up.

## ACTIVITY 1: Silhouette Dance

Resources: video  
MUSIC TRACK 4 : Egyptian Dance  
Suggested timing: from 1min 15seconds to 1min 50seconds

1. The children spread out in the space and learn the silhouette movements in the video.

Option 1: Suggested timing of silhouette shapes: from 1min 15seconds to 1min 40 seconds

Option 2: Suggested timing of silhouette shapes: from 1min 37 seconds to 2mins

**Make it easier:** Copy and refine the shapes in video.

**Make it Harder:** The children add some of their own ideas.

## ACTIVITY 2: Opposites Attract!

Resources: video  
Music: TRACK 4 : Egyptian Dance

Suggested timing of silhouette shapes: from 1min 37 seconds to 2mins

1. The children watch the video for ideas and examples.

2. In their pairs they use their movements created in activity 1 and explore different **formations** to each other: e.g. standing side-by-side, one-behind-the-other, back-to-back and facing each other etc.

3. In each formation the children now explore different **directions** and **levels** e.g. One standing and one kneeling, one facing or moving right and one facing or moving left, one facing or moving forward and one facing or moving backwards etc.

4. The children choose their favourite movements to finalise and create their silhouette dance.

**Make it easier:** Copy and refine the shapes in the video.

**Make it Harder:** The children add some of their own silhouette ideas.

**Challenge:** The children create their own silhouette moves.

### Q&A:

**What element is formations? Relationships**

**What element is direction and levels? Space**

**Linking learning:** How could you vary dynamic in your movements e.g slow, fast, soft strong etc...

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 why?

Who had clear movements and good use of **Space, Relationships 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 creating silhouettes? How did you show the different elements?