

Egyptian Hieroglyphics and Symbols

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

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

EQUIPMENT:

Resources: Egyptian Hieroglyphics and symbols

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols
TRACK 5 – Warm-up Music – Fast Egyptian Beats

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

STARTER:

Show the class the pictures of Egyptian Hieroglyphics and symbols and discuss their meaning: picture language like pictograms/alphabet, resemble shapes/objects/people and convey stories.

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.

ACTIVITY 1: Exploring Hieroglyphics and symbols

1. Share the hieroglyphics and symbols with the children.
2. The children get into pairs and use the pictures as stimulus to explore movement ideas e.g. they might copy the poses of the people, become one of the animals i.e. bird or snake, or create moves that show key symbols i.e. star, flower, tree or fire.

Q& A: Can you match or mirror each others movements?

TP: Give plenty of time for the children to get creative! (10 minutes approx')

ACTIVITY 2: Symmetry and A-Symmetry

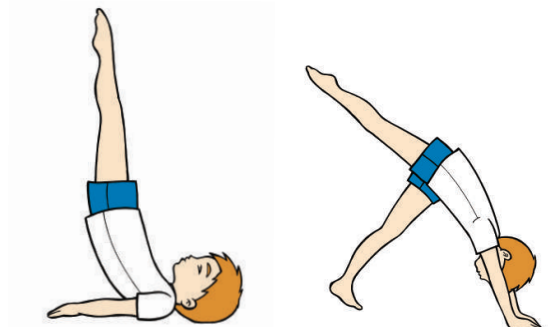
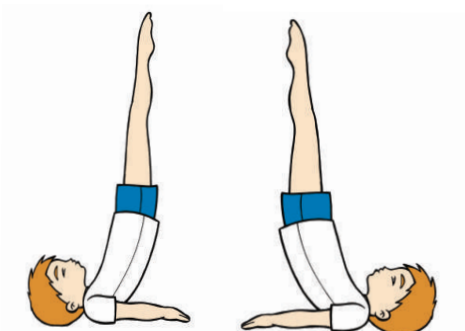
1. The children to choose which relationship element to use when creating their symbols

Relationship elements e.g.

Matching: could you perform this side by side

Mirroring: could you be opposite your partner

Unison: could you move into and together into this move at the same time



ACTIVITY 3: Creating Hieroglyphics and symbols dance

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols

The children now choose their favourite moves from activity 1 and 2 to create their own dance.

Make it easier: Use the pictures provided

Make it Harder: Add in some ideas of their own as well as the pictures

Children to consider using all the relationship elements:

Matching and mirroring, unison and canon, formations

Challenge: Create all of their own ideas, shapes and symbols through movement

ACTIVITY 4: Performance

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols

1. Split the class into audience and performers to share their work.
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 OR give feedback after they have watched it back. What were your favourite shapes and why?
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 making Hieroglyphics and symbols out of your bodies today? Do you think it was clever of the Egyptians to create this early language? What does the concept relationship mean in dance? How have we used it today?