

ROMANS DANCE LESSON 1

Year 5

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

Yr 5

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

I can show some 'space' elements in my dance

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

EQUIPMENT:

MUSIC:

Track 1: Battle March

Track 2 – Gladiator Fight

Music

Video 1, 2 & 3.

Roman Testudo picture

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

Note: This may take more than one lesson.

Awareness of space through warm up

This warm up is based on the physical exercises used by Roman soldiers to **keep fit** - marching steps, burpees, star jumps and swimming arm-actions.

Children to get into Roman soldier groups of 4, then to each lead a part of the warm-up and be ready to fight!

In the same groups create an aerobic dance warm up. Today we are going to look at the **space** element of dance.

What does the concept of **space** mean in dance? This refers to **WHERE** the dancer moves. Here are some examples: **Level (high, medium or low)**, **Size (big or small movements)**, **Direction (e.g forward back, left and right)**, **Pathway (moving from A to B e.g. straight, curved)**

1. Can you try and add each of the below into your warm up?

Levels:

Low - squat thrusts.

Middle - lunges.

High - star jumps.

Size of movement:

Small movement - shoulder lifts.

Large movements - high knees.

Direction:

- Face different directions.

- Travel in different directions; e.g. forward or back and from side to side.

Pathway (A to B):

- Straight - stepping forward, backwards.

- Sideways - right and left e.g. grapevine.

- Free form - Any pathway you would like to use.

ACTIVITY 1: The Roman 'testudo' or tortoise attack formation

Music: Track 1- Battle March

1. See **testudo** picture – show to the children and then discuss:

The Romans marched on the spot and in straight lines to gradually create **tortoise formations** with shields to block an attack.

Explain to the the class that they are going to spilt into two groups of 16 (or as near to this as you can) to create two tortoise formations (first without music, then with).

Step 1: The children march alone (spread out in a space)

Step 2: The children join a partner and march side by side (or 3s if odd numbers)

Step 3: Two pairs join to march in a line of 4 (5's if odd numbers)

Step 4: Two lines of four join, marching one line behind the other to make a group of 8

Step 5: Two groups of 8 join to march in a square formation of 16

Step 6: Children then create a protective shield or shell, by holding flat palms of hands above head and out to the front and sides.

Space elements they can use:

Direction- Encourage 1/4 turn to face the different directions (see video)

Size of Movement- Can they use different body parts to create large or small movements?

Pathways: Encourage different pathways e.g. sharp straight lines, zig zag or curved.

ACTIVITY 2: Romans Attack!

Music: Track 1- Battle March

Try without music then with...

1. Spilt the class into two groups. One is the **Roman army** in the tortoise formation, in the middle - while the other group becomes the **Ancient Britons**.
2. Put 4 different coloured cones on each side of the room. The **Britons** start at one of the coloured cones. As the teacher calls out the next colour, the whole group move to that coloured cone. e.g red cone- ALL **Britons** move to the red cone facing the Romans- as if to attack!
3. The Romans change **direction** in the middle of the hall, in the tortoise formation, with quarter or half turns to face the Britons, as they move to each cone (as if to block them.)
4. Swap over

Q&A: How was **space** used in the battle march? **Directions** (travel and facing different ways).

1. Watch and analyse the use of space in the Roman soldier attack fight moves: **(see video 1)**
Lunges to different directions, pathways walking forward, size of movement- large punches.
2. Watch and analyse the use of space in the Roman defence fight moves: **(see video 2)**
Directions- Sliding sideways, Levels - Ducking down, Pathways- Walking forwards and backwards, Size of movement - Circular body actions.
3. The children now get into pairs facing each other and create their attack and defence fight moves together: **(See video 3 as example).**

One is the attacker and one is the defender.

Safety: Practise a more fluid sequence of attack and defence movements happening at the same time. Emphasise the need to start slowly and talk through the movements and timing first to avoid injury.

Remind children to think about Space when performing- your levels, directions, size of movement, Pathways.

1. Split the class into two. One half to dance and the others to watch, or, if time allows individual groups can show their performance.
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.
What did they like about the performance? Who had a fluid attack and defence sequence? Can you describe the use of **space** in their dance?
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 being a Roman soldier?
What did you learn about how Romans fought and invaded?
How did you use **space** to perform your dance?