

ROMANS DANCE LESSON 4

Year 5

Learning Intention: How can you use a '**stimulus**' to perform a dance?

EQUIPMENT:

MUSIC: Track 4 - Pompeii
The story of Pompeii
resource card
The story of Pompeii video clip

Yr 5

I can begin to translate ideas from a stimulus into a dance.

I can translate ideas from a stimulus into a dance.

I can translate ideas from a stimulus into a dance – and incorporate some relationship elements

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

Yr 6 Key Words: Transition, contact, proximity, complement, contrast, continuous, robotic, acceleration, deceleration, communicate.

STARTER:

1. What is a **stimulus**? A stimulus is something that inspires you to choreograph a certain dance. For example: Music – Mood – Lyrics – Words.

The **stimulus** for this lesson is a story. The story of Pompeii.

2. Discuss or read the Story of Pompeii – see story of Pompeii resource card and/or watch the clip: <https://www.youtube.com/watch?v=YIZ4aSKT3mo>
(Please note this is an external link to PPP)

WARM UP: Hustle and Bustle

The children are going to create the hustle and bustle of a busy street in Pompeii, with everyone going about their daily jobs.

1. The teacher shakes the tambourine for the children to walk, skip, gallop or jump.
2. When the teacher bangs the tambourine the children stop and explore their own movements for each of the professions called out:

- Baker,
- Painter,
- Shoe maker,
- Builder,
- Market seller etc.

ACTIVITY 1: Trade's people

MUSIC: Track 4 - Pompeii

Suggested music timing: from start to 30 seconds

The children get into groups of 4 and are numbered 1 to 4. The teacher gives each number a profession:

- | | |
|------------|------------------|
| 1. Baker | 3. Builder |
| 2. Painter | 4. Market seller |

The children create 3 moves for their profession.

3. As a group the children walk for 8 counts to the beat of the music, then perform their 3 moves (altogether at the same time.)

ACTIVITY 2: Mount Vesuvius

MUSIC: Track 4 - Pompeii

Suggested music timing: 30 seconds to 1 min 30 seconds.

- 1. In their groups of 4, the children explore movements to represent a volcano bubbling, spitting, smoking and erupting.**
2. The children explore movements to represent an earthquake e.g.: cracking, breaking, rumbling, rigid positions and the ground becoming unsteady.
- 3. The children now choose 4-8 of their favourite volcano and earthquake movements and put them together in one dance sequence.**

Linking Learning: How can you use space and relationship elements in your dance?

Examples of **relationship** elements children can use in their groups:

Unison: Move and lava erupts at the same time

Canon: Could you perform movements one after another- eruption - or lava flowing?

Formations- What different formations can you use? e.g. side by side square, diamond to make the volcano shape.

Examples of **space** elements children can use in their groups:

Size of Movement- Can their actions have larger and smaller movements -bubbling lava?

Direction- Encourage the children to face and travel in different directions- lava spitting and smoking.

Levels- Starting low, then moving to high, with eruption of lava.

Pathways- Travel showing the lava moving from A to B eg. straight line, curved, free-form.

Make it easier: The teacher can lead the movements as a whole class activity.

Make it harder: The children make groups of 4-6 and explore and create their own movements.

ACTIVITY 3: Frozen in time

MUSIC: Track 4 - Pompeii

Suggested music timing: from 1min 30 seconds
(for approx' 5-10 seconds)

In their groups, the children create a frozen picture to represent the volcano covering up the people of the city and freezing them in time.

1. Each group member freezes in the pose of their chosen profession. (They can all help each other.)

TP: They can use their frozen pose from activity 1.

2. The group choose a **formation** for everyone to stand in and hold their positions/poses as a moment in time.

ACTIVITY 4: Creating the story of Pompeii

MUSIC: Track 4 - Pompeii

In their groups, the children put together their movements from the warm-up and activity 1-3 to re-tell the story of Pompeii.

1. Hustle and bustle – walking and weaving - profession moves (activity 1)

Suggested music timing: from start to 30 seconds.

2. Volcano and earthquake movements (activity 2)

Suggested music timing: 30 seconds to 1min 30 seconds.

3. Frozen in time picture (activity 3)

From 1min 30 seconds (for approx' 5-10 seconds)

**You can choose groups
to perform to the class.**

Were you successful in using the stimulus 'The story of Pompeii' to create a dance?

Challenge: The children re-tell the story in their own way, creating their own movement ideas.

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 part of a story? What have you learnt about the story of Pompeii? How did you use the stimulus to create your own dance, and incorporate the dance elements?