

# ROMANS DANCE LESSON 2

Year 5

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:

Track 1

Track 2 – Gladiator Fight Music, Gladiator video clip  
Modern day Gladiator  
Video clips

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

## STARTER:

What is a Gladiator?

1. Watch the video clip about The Colosseum and Gladiators:  
<https://www.youtube.com/watch?v=laGXTksMrm0>

2. Discuss the idea of the Colosseum and the idea of a show/tournament. That the Gladiators were very famous. People had their favourites and went to cheer them on

## Warm up and intro to relationships

**Suggested Music: Track 1**

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 their part of the warm-up and be ready to fight

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, 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 about unison, canon and formations in Year 3 & 4- and we also use these in gymnastics**

**Formations-** How many different formations can you use e.g. side by side square, diamond - recap of prior learning from year 4

**Question time:** What does your Gladiator look like? Wear? What are you famous or liked for: e:g: The best Lion slayer, the strongest, the funniest, the most athletic? What weapons/special skills do you have?

1. The children get **into groups of 6** and make a circle (to represent the colosseum.)
2. In **canon**, each child takes it in turn to come into the middle of the circle and perform their own 'Gladiator procession.' Can you show-off your best Gladiator walk, poses and skills?

An example, a strutting walk, wide stance and hands on hips, wide stance and punching fists into the air above the head, showing off muscles, waving and gesturing to encourage the crowd to cheer.

TP: The rest of the group can clap and cheer (becoming the crowd- so they are still part of the dance.)

**Relationship element - Canon - one after another- like a domino effect**

**Part 1 :** The children recap and practise their Roman Attack and Defence fight dance (from lesson 1.) This time in their group of 6, standing in two lines facing each other (**defenders** on one side and **attackers** on the other.)



Defenders

Attackers

The children are to incorporate as many relationship elements as they can e.g.

**Formation-** They are to perform facing each other.

**Mirroring:** Could you be opposite each other?

**Canon:** Like a domino - one after another.

The class sit in a large circle, just like they would in the colosseum to watch performances:

1. A Group to come into the middle to show their:

Gladiator walk and poses, followed by their Roman attack and defence fight.

The audience can cheer at the end of the performance as if they are the crowds.

Children can be mini-coaches and give feedback to the performers. What did they like about their performance? Who was the strongest, or more entertaining Gladiator? What **relationship** elements did they show in their dance?

Each group to have a turn.

#### COOL DOWN

Children march around the room, changing the speed of travel from fast to slow, to bring their heart rates down.

#### PLENARY

Did you enjoy being part of the Roman Colosseum?  
What did you learn about The Colosseum and Gladiators?  
What does the concept **relationship** mean in dance?  
How have we used it today?