

ECO WARRIOR DANCE (LESSON 2)

Yr 6

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

Resources:

Music Track 1: Warm-up Music
Music Track 3
Video 1

Yr 6

I can show some 'space' elements in my dance

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

I can incorporate a variety of 'space' elements and perform with confidence, control and fluency

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

Watch the YouTube clip and discuss the amount of pollution we produce and how we can improve/change this by what we do every day:

https://www.youtube.com/watch?v=ODni_Bey154 (Please note this is an external link to PPP)

Awareness of space through warm up

Suggested Music: Track 1

In groups of four, create an aerobic dance warm up. Today we are going to recap 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.

The children are going to use their bodies to create a pile of rubbish in landfill.

The children stand around the edge of the room in a semi-circle.

One at a time they come into the middle and create a pose. This can be any pose (as they are representing a piece of rubbish).

The pose must connect to someone else by touch e.g. connecting backs, hands, feet etc.

Continue until the whole class is connected in one big sticky pile.

Space elements they can use:

Levels - encourage children to use contrasting levels.

Direction - encourage children to face different directions.

Linking learning: Can you bring in the **relationship elements** from lesson 1; e.g. contact, complementing, contrasting or proximity

See Video:

1. Children get into pairs. One will represent the pollution and the other will represent the earth being attacked by the pollution.
2. Show video 1 as an example of a pollution dance.
3. The children are to create their own pollution dance as a pair.

Space elements they can use:

Levels - for example, one child low and one child high.

Direction - encourage children to face different directions.

Size of Movement - can the pollution have a larger movement and Earth have a smaller movement?

Pathways - circle each other, move towards each other and move away.

TP: Allow at least 20-30 minutes for the children to learn, OR create and practice their own dance.

Make it easier: Learn the dance in video 1.

Make it harder: The children use moves from the video but add in some moves of their own.

Challenge: The children create their own dance – can earth fight back and kill the pollution to make it eco-friendly?

Linking learning: Can you bring in the **relationship elements** from lesson 1; e.g. contact, complementing, contrasting or proximity

The children perform their pollution dance to the rest of the class.

Split the class in two. One half to dance and the others to watch.

Teacher to spread out the groups and count them in to the music.

Children can be mini-coaches and give feedback to the performers.

Could you clearly tell who the pollution was? How did they use the space to show pollution was attacking Earth? Can you describe the use of **space**? What **relationship elements** did they use in their dance?

Swap over.

Extension: You could film the class performing and watch it together afterwards.

Class Dance:

All of the class start in their sticky pile of rubbish and one half get up and perform their pollution dance while the other half stay in the pile. Then switch. The rest of the sticky pile perform their pollution dance as the others come back to being sticky piles of rubbish.

COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk in order to bring their heart rates down.

PLENARY

Did you enjoy today's lesson? What have you learnt about reducing pollution and being Eco-Warriors? How does the use of space make a dance performance more effective?