

EGYPTIANS DANCE LESSON 1

Year 6

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

EQUIPMENT:

Yr 6

I can show some 'dynamic' elements in my dance

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

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

MUSIC:

TRACK 1: GODS

TRACK 5 – Warm-up Music

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

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

STARTER: Egyptian Gods

Show the children the pictures of each God/Goddess and then discuss them.

Resource: Egyptian Gods/Goddesses pictures.

Warm Up and introduction to dynamics

Suggested Music: Track 5

In groups of four create an aerobic dance warm up:

We are going to recap the **dynamic** element of dance.

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, acceleration/deceleration, low energy/high energy, strong/light, flowing/sharp.

1. Can you try and add each of these below to your warm up?

Energy

Low energy - smooth movements - arm circles, walking slowly, shoulder movements.

High energy - strong powerful movements - sprinting fast, star jumps.

Speed

Slow - move in slow motion.

Fast - move double time.

Acceleration /deceleration - slow to fast or fast to slow.

Flow

Robotic - short, sharp movements.

Continuous flowing smooth movements - swinging arms, twisting, turning.

1. The children get into pairs to explore all of the Gods/Goddesses from the list below.

Examples of god/goddesses to use:

AMUN-RA: God of sun

HATHOR: Goddess of Love, Joy, Music

KHMUM: God of water and rain



SET: God of war, chaos and storms

GEB: God of earth, earthquakes

SEKMET: Goddess of war/battle

Encourage the children to use the different dynamic elements (energy, speed and flow) for each god e.g.

Water: Low energy, slow speed, continuous flow

Rain: Medium energy, acceleration/deceleration speed, continuous flow

War/battle: High energy, fast speed, abrupt flow

Allow the children plenty of time to explore and create (approximately 15-20 minutes)

Challenge: Children to create moves for a second god/goddess with different dynamic elements e.g. if they have performed god of war (strong, high energy) could they then perform goddess of love? (Low energy, slow speed, continuous flow)

ACTIVITY 2: Parade of the Gods/Goddesses

1. Split the class into two.

a) One half to be the Egyptian people: who are kneeling, praying and calling to the Gods/Goddesses

b) and the other half to be the Gods/Goddesses who appear to the people (and perform their dance moves.)

2. Swap over.

Q& A: What **dynamic elements** did they see when the gods were performing?
e.g. **energy, speed and flow**

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 God/Goddess?
What have you learned today about the importance of Gods/Goddesses in Egyptian times?
How did you show a variety of dynamics in your dance?