

EGYPTIANS DANCE LESSON 5

Year 6

Learning Intention: How can you use different dance elements when performing?

I can show some dance elements in my performance
(Space, Relationships, Dynamics)

I can show a clear use of dance elements in my performance
(Space, Relationships, Dynamics)

I can show a variety of dance elements in my performance with confidence and clarity (Space, Relationships, Dynamics)

EQUIPMENT:

TRACK 4 : Egyptian Dance
TRACK 5 – Warm-up Music –
Fast Egyptian Beats

Resources:

Video : Silhouette shapes

Video : Silhouette partner dance

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

WARM UP:

Starter: What are silhouettes?

1. Watch the video clip: https://www.youtube.com/watch?v=_5BwgCeZ--w and discuss what a silhouette is in Egyptian Dance: silhouettes are strong, dark shapes or outlines of someone or something. So when we create a silhouette shape with our bodies, we are creating a strong, bold shape/outline.

2. Also show children the video to show what their silhouette shapes can look like.

Warm-up:

TRACK 5 – Warm-up Music

1. Children to discuss with their partner and be ready with three Egyptian poses
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1 or POSE 2, the children FREEZE in that pose

Rules of the game:

- They must use a **space** or **relationship** element with their partner e.g.

Space: Can the children use different **levels, directions, or size of movement to their partner?**

Relationships: Which of the movements could include either **matching/mirroring?**

Can they use different **formations** on the pose e.g. back to face, face to face, side by side. **Contact Complement and contrast, proximity?**

4. The children can get into their pairs and recap their Egyptian dance from last lesson as part of the warm-up.

ACTIVITY 1: Silhouette Dance

Resources: watch video

The children to **watch the video** and discuss the stimulus, can they also analyse the different elements used in the dance e.g. **Relationships, Space and Dynamics**

Relationships- **formations** standing side-by-side, one-behind-the-other, back-to-back and facing each other. **Proximity** (near and far), **Complementing and contrasting, Unison and Canon**

Space - Change of Levels, travel in a circle, and moving from side to side.

Dynamics- Strong, sharp movements.

ACTIVITY 2: Opposites Attract!

Resources: watch video

Music: TRACK 4 : Egyptian Dance

Suggested timing of silhouette shapes: from 1 min 37 seconds to 2mins

1. Children to create their own silhouette shapes (in pairs)
2. Use their movements and explore the different **Relationship elements** to each other: e.g. **Formations, Contact, Proximity, Contrast, Complement.**
3. Children now explore **Space elements** e.g. different **directions** and **levels** e.g. One standing and one kneeling, one facing or moving right and one facing or moving left, one facing or moving forward and one facing or moving backwards etc.
4. Can you add dynamics? E.g. **Energy, flow and speed.**
5. The children choose their favourite movements to finalise and create their silhouette dance.

Make it easier: Copy and refine the shapes in the video.

Make it Harder: The children add some of their own silhouette ideas.

Super Challenge: Can they add **contact** into their dance?

Linking learning: How could you vary dynamics in your movements e.g slow, fast, soft strong etc...

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

Did you enjoy the performance and why?

Who had clear movements and good use of **Space, Relationships and Dynamics?**

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 creating silhouettes? How did you show the different elements?