

EGYPTIANS DANCE LESSON 3

Year 6

Egyptian Hieroglyphics and Symbols

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

Yr 6

I can show some 'relationship' elements in my dance

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

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

EQUIPMENT:

Resources: Egyptian Hieroglyphics and symbols

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols
TRACK 5 – Warm-up Music – Fast Egyptian Beats

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:

Show the class the pictures of Egyptian Hieroglyphics and symbols and discuss their meaning: picture language like pictograms/alphabet, resemble shapes/objects/people and convey stories.

Warm up and relationships

Suggested Music: Track 1

In groups of four create an aerobic dance warm up.

We are going to recap the **relationship** element of dance and add some new ones: **Contact, proximity, complement and contrast.**

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are the examples below;

1. Can you try and add each of these 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

Unison and canon:

Unison - dancing at the same time

Canon - like a domino - one after another

Formations - How many different formations can you use? For example side by side, square & diamond.

Contact - What moves can you support each other with when warming up?

Proximity - How near or far you are from each other?

Contrast - Opposite movements to each other.

Complement - Actions might be different, but look good together.

ACTIVITY 1: Exploring Hieroglyphics and symbols

1. Share the hieroglyphics and symbols with the children.
2. The children get into pairs and use the pictures as stimulus to explore movement ideas e.g. they might copy the poses of the people, become one of the animals i.e. bird or snake, or create moves that show key symbols i.e. star, flower, tree or fire.

Q& A: Can you match or mirror each others movements?

TP: Give plenty of time for the children to get creative! (10 minutes approx')

ACTIVITY 2: Symbols and relationship element

1. The children to choose which relationship element to use when creating their symbols

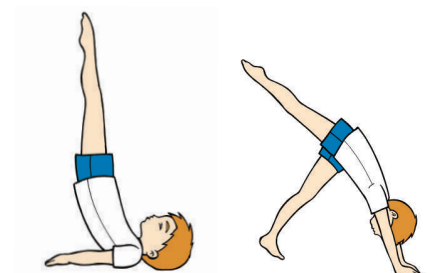
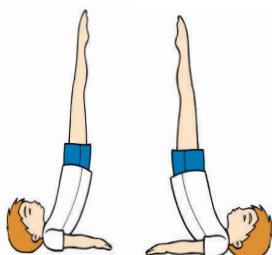
Relationship elements e.g

Contrast- opposite movements

Complementing- movements that are different, however look good together

Proximity- how near or far are you from your partner

Contact- what movements can you use contact to support each other with?



ACTIVITY 3: Creating Hieroglyphics and symbols dance

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols

The children now choose their favourite moves from activity 1 and 2 to create their own dance.

Make it easier: Use the pictures provided

Make it Harder: Add in some ideas of their own as well as the pictures

Children to consider using all the relationship elements:

Matching and mirroring, unison and canon, formations

Challenge: Create all of their own ideas, shapes and symbols through movement

ACTIVITY 4: Performance

MUSIC: TRACK 3 – Egyptian Hieroglyphics and symbols

1. Split the class into audience and performers to share their work.
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 OR give feedback after they have watched it back. What were your favourite shapes and why?
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 making Hieroglyphics and symbols out of your bodies today? Do you think it was clever of the Egyptians to create this early language? What does the concept relationship mean in dance? How have we used it today?

