

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

EQUIPMENT:

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

**MUSIC: TRACK 2: Pyramids and Sculptures**  
**TRACK 5 – Warm-up Music – Fast Egyptian Beats**

**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, flow, robotic, acceleration, deceleration**

## STARTER:

Watch the video clip below and discuss how and why the Egyptians built the pyramids:  
<https://www.youtube.com/watch?v=DkIFWjDJMzA>

(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.

## ACTIVITY 1: Egyptian sculptures

### 1. Discuss with the children that most of the art work used to be of Gods, Pharaohs and important symbols.

Show the children the Egyptian art work and sculptures pictures 1 & 2 as examples.

### 2. The children get into pairs: one person is the sculptor and the other to be a sculpture

The sculptor gently taps or manipulates their partner's limbs or joints to create a sculpture pose.

TP: The sculpture could start sitting, standing neutral or in a tight ball, with head and feet tucked in (starting as a ball/block of stone.) The Sculptors then create a pose they are happy with.

**Space** elements they can use:

**Levels**- vary levels from low, middle to high

**Direction**- encourage different directions

**Size of Movement**- Can they use different body parts to create large or small movements

### 3. Swap roles and repeat with a different picture.

TP: Teacher could set up an art gallery, with half the class as sculptures (frozen) and the other half as sculptors, walking around and admiring the work.

**Make it easier:** The children choose poses from the pictures (the teacher could have these on a rolling power-point or as flashcards.)

**Make it Harder** The children can create more complex sculptures.

## ACTIVITY 2: Building the pyramids.

### 1. The children work in their pairs to explore collaborative building-actions:

- Cutting (pushing and pulling)
- Hammering (alternate swings)
- Pulling ropes (to lift or pull the blocks of stone.)
- Passing and piling (rocks, stones between each or on top of each other.)
- Measuring the stones

### 2. The children select their 4 favourite moves and practise and refine co-ordinating with their partner.

**Space** elements they can use:

**Levels**- e.g. one child low and one child high

**Direction**- encourage children to face and travel in different directions

**Size of Movement**- Can the building actions have larger and smaller movements

**Pathways**- Travel to different places in the room for each building action

### ACTIVITY 3: Completing the Pyramids

MUSIC: TRACK 2: Pyramids and Sculptures

SPACE FOCI: **Levels.** What shapes are you making in the space?

The children get into a group of 4-6 to create pyramids with their bodies:

- 1. Columns: focus on strong, high level supporting shapes or balances.**
- 2. Triangles: stretched, connecting lines, connecting hands, shapes or balances.**

TP: Be careful to discuss safety, especially when balancing.

**Challenge:** You could put each group together next to each other as a class, to make a line of pyramids

### ACTIVITY 4: Performance

MUSIC: TRACK 2: Pyramids and Sculptures

1. Split the class into audience and performers to share some of the work created in today's lesson. The children may want to share their building dance or their pyramid shapes.
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 was your favourite building dance/pyramid? Which pairs and groups worked well together to create clear building actions and pyramid shapes? Can you describe the use of **space** in their dance?
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 being a builder and creating your own pyramid?  
How did you use space to perform your dance?

