

EGYPTIANS DANCE LESSON 4

Year 6

Learning Intention: How can you use a stimulus to perform a dance?

Yr 6

I can translate ideas from a stimulus into a dance

I can translate ideas from a stimulus into a performance – and incorporate some dance elements

I can translate ideas from a stimulus into performance – and incorporate a variety of relationship elements

EQUIPMENT:

MUSIC: TRACK 4: Egyptian Dance
TRACK 5 – Warm-up Music

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:

What is a stimulus? A stimulus is something that inspires you to create a certain dance.

For example: Music – Mood – Lyrics – Words.

The stimulus for this lesson is a sacred Egyptian dance

1. Watch the video clip: <https://www.youtube.com/watch?v=E5b8qtVQZvY>
(Please note this is an external link to PPP)

2. Discuss with the children why Egyptian dance was so important: It was a sacred dance to the Gods, it communicated emotions, language and storytelling.

Warm Up

Suggested Music: Track 5

Children get into their groups from last lesson . Can they **revisit and recap** their warm up. Remind them to think about the relationship elements in their warm up. Can they teach another group?

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 e.g. side by side square, diamond?

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

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

Contrast- Opposite movements to each other

Complement- Actions might be different but look good together

ACTIVITY 1: Egyptian Dance

Resource: Video 1
Music: TRACK 4 : Egyptian Dance

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

e.g. **Dynamics**- Strong, sharp movements

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

ACTIVITY 2: Creating your own Egyptian Dance

MUSIC: TRACK 4: Egyptian Dance

1. The children get into their pairs and create their own Egyptian Dance

Give the children plenty of time to explore, practise and refine to the music.

Make it easier: They continue to use the video, practise and refine.

Make it Harder: They use some of the moves in the video and some of their own ideas.

Challenge: Create their own dance from the beginning.

Linking learning: Children to bring as many elements that they have learned over the last three lessons into their. dance e.g.

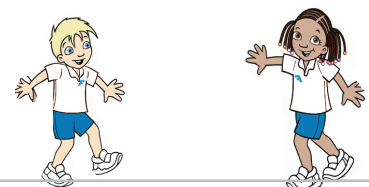
Dynamics: Can they children vary their **energy flow and speed** throughout their dance?

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

Relationships: Which of the movements could include either **matching/mirroring, unison/canon , complementing/contrasting and contact?**

Can they use different **formations** throughout their dance?

Can they change their **proximity** to their partner?



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?

What dance elements did you see **dynamics, relationships and space?**

Were you successful in using the **stimulus to create your own sacred Egyptian 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 part of a Egyptian dance? Why?
How did you use the stimulus to create your own dance, and incorporate the dance elements?