

ROMANS DANCE LESSON 3

Year 6

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

EQUIPMENT:

Yr 6

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

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

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

Track 2:

Track 3: Romans Building

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

WARM UP:

Music: Track 2 – Gladiator Fight Music

1. Children to choose three Roman fight poses with their partner.
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1, POSE 2 or Pose 3, 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.**

ACTIVITY 1: Roman sculptures

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

Stage 1: The sculptor gently taps or manipulates their partner's limbs or joints into different positions

Stage 2: The sculpture could start sitting in a tight ball, with head and feet tucked in (starting as a ball of stone.) The Sculptors then create a pose they are happy with.

Stage 3: Swap roles and repeat.

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?

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.

1. The children work **in pairs** to create a simple sequence based on collaborative building- actions children to think about **Space** and **relationship** elements they can add to their dance:

- Sawing (pushing and pulling)
- Pulling ropes (to lift heavy wood and rocks etc.)
- Hammering (alternate swings)
- Passing (rocks, stones, wood between each other.)

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.

Relationship elements they can use:

Matching: Could you perform this side by side?

Mirroring: Could you be opposite your partner?

Unison: Could you move into and together into this move at the same time?

Canon: Could you perform movements one after another?

Contact - Different ways of making **contact** with each other.

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

Contrasting moves- Opposite movements to each other.

The children get into groups of 4-6 (joining their pairs together) to create different buildings and structures:

1. **Columns:** focus on a strong, upright supporting shape or balance.
The group should move into their shape at the same time – in unison.
2. **Arches:** smooth, curving shapes (eg body arching backwards or forwards; leg and arm lifted to the front and curving forwards)
3. **Bridges:** find horizontal, stretched shapes (eg standing on one leg with raised leg, body and arms, stretching along a horizontal plane)

Children to then use these ideas to create 3-4 of their own buildings/structures, moving smoothly from one to the other.

TP: Work on moving together in UNISON (at the same time) as a group into each shape, so that balances etc are together, strong and balanced.

Remind children to use both **Space and relationships** in the group dance e.g. **levels** low, middle or high moves.

Extension:

1. Put together with activity 2 – starting in pairs (performing building actions) moving into their groups (performing their buildings/structures.)
2. Work on timing, so that all pairs start and finish at the same time ready to move into their group work.

Challenge:

You could put them all together as a class dance, to create a Roman empire/town.

Everyone starts with their pair work (building) and moves into their group work (buildings/structures) at the same time. Freezing in their final building/structure making a Roman empire/town picture.

1. Split the class into two. One half to dance and the others to watch.
Or, if you are performing as a whole class, you might choose to film it so everyone can watch it back.
2. Teacher to spread out the pairs 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/structure? Who had clear movements and good use of **Space and Relationships?**
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 building and creating your own town/empire?
How did you show the different elements?