

ROMANS DANCE LESSON 4

Year 6

EQUIPMENT:

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MUSIC: Track 4 - Pompeii

The story of Pompeii

resource card

The story of Pompeii video clip

Learning Intention: How can you use '**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.

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:

1. What is a **stimulus**? A stimulus is something that inspires you to choreograph a certain dance. For example: Music – Mood – Lyrics – Words.

The **stimulus** for this lesson is a story. The story of Pompeii

2. Discuss or read the Story of Pompeii – see story of Pompeii resource card and/or watch the clip: <https://www.youtube.com/watch?v=YIZ4aSKT3mo>
(Please note this is an external link to PPP)

WARM UP: Hustle and Bustle

The children are going to create the hustle and bustle of a busy street in Pompeii, with everyone going about their daily jobs.

1. The teacher shakes the tambourine for the children to walk, skip, gallop or jump.

Extension: Can the children pause and meet and greet someone e.g. handshake?

2. When the teacher bangs the tambourine the children stop opposite someone and explore movements for each of the professions called out.

Children to think about Space and Relationships- e.g. **Space** - levels, size of movement, **Relationships** -work opposite/side by side, mirror someone, contact.

- Baker,
- Painter,
- Shoe maker,
- Builder,
- Market seller etc.

ACTIVITY 1: Trade's people

MUSIC: Track 4 - Pompeii

Suggested music timing: from start to 30 seconds

The children get into groups of 4 and are numbered 1 to 4. The teacher gives each number a profession:

- | | |
|------------|------------------|
| 1. Baker | 3. Builder |
| 2. Painter | 4. Market seller |

The children create 3 moves for their profession.

3. As a group the children walk for 8 counts to the beat of the music, then perform their 3 moves (altogether at the same time.)

ACTIVITY 2: Mount Vesuvius

MUSIC: Track 4 - Pompeii

Suggested music timing: 30 seconds to 1 min 30 seconds.

- 1. In their groups of 4 the children explore movements to represent a volcano bubbling, spitting, smoking and erupting.**
2. The children explore movements to represent an earthquake e.g.: cracking, breaking, rumbling, rigid positions and the ground becoming unsteady.
- 3. The children now choose 4-8 of their favourite volcano and earthquake movements and put these together in one dance sequence.**

Linking Learning: How can you use space and relationship elements your dance?

Examples of **relationship** elements children can use in their groups:

Unison: Move and lava erupts at the same time

Canon: Could you perform movements one after another- eruption - or lava flowing?

Formations- What different formations can you use to create the volcano shape?

Contact - Different ways of making **contact** with each other e.g. linking hands wave of lava.

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

Contrasting moves- Opposite movements to each other.

Examples of **space** elements children can use in their groups:

Size of Movement- Can they have larger and smaller movements -bubbling lava?

Direction- Encourage the children to face and travel in different directions- lava spitting and smoking.

Levels- Starting low then moving to high with the eruption of lava.

Pathways- Travel showing the lava moving from A to B in a straight line, curved, free-form

Make it easier: The teacher can lead the movements as a whole class activity.

Make it harder: The children make groups of 4-6 and explore and create their own movements.

ACTIVITY 3: Frozen in time

MUSIC: Track 4 - Pompeii

Suggested music timing: from 1min 30 seconds
(for approx' 5-10 seconds)

In their groups, the children create a frozen picture to represent the volcano covering up the people of the city and freezing them in time.

1. Each group member freezes in the pose of their chosen profession. (They can all help each other.)

TP: They can use their frozen position from activity 1.

2. The group choose a **formation** for everyone to stand in and hold their positions/poses as a moment in time.

ACTIVITY 4: Creating the story of Pompeii

MUSIC: Track 4 - Pompeii

In their groups, the children put together their movements from the warm-up and activity 1-3 to re-tell the story of Pompeii.

1. Hustle and bustle – walking and weaving - profession moves (activity 1)

Suggested music timing: from start to 30 seconds

2. Volcano and earthquake movements (activity 2)

Suggested music timing: 30 seconds to 1min 30 seconds.

3. Frozen in time picture (activity 3)

From 1min 30 seconds (for approx' 5-10 seconds)

**You can choose groups
to perform to the class.**

Were you successful in using the stimulus 'The story of Pompeii' to create a dance?

Challenge: The children re-tell the story in their own way, creating their own movement ideas.

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 story? What have you learnt about the story of Pompeii? How did you use the stimulus to create your own dance, and incorporate the dance elements?

