

# ROMANS DANCE LESSON 5

Year 6

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

Yr 5

I can show some dynamic elements when performing.

I can show a variety of dynamic elements when performing.

I can move with control and fluency when showing a variety of uses of dynamic elements.

EQUIPMENT:

MUSIC: Track 5 –  
Thor Ragnorok Theme  
song  
Roman Gods/  
Goddesses picture cards

**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: Roman Gods

Starter: Show the children the pictures of each God/Goddess and discuss them. Who they are, what their powers are.

## Warm Up and introduction to dynamics

In groups of four create an aerobic dance warm up:

We are going to recap the **dynamic** element of dance.

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, acceleration/deceleration, low energy/high energy, strong/light, flowing/sharp.

### 1. Can you try and add each of these below to your warm up?

#### Energy

**Low energy** - smooth movements - arm circles, walking slowly, shoulder movements.

**High energy** - strong powerful movements - sprinting fast, star jumps.

#### Speed

**Slow** - move in slow motion.

**Fast** - move double time.

**Acceleration /deceleration** - slow to fast or fast to slow.

#### Flow

**Robotic** - short, sharp movements.

**Continuous flowing smooth movements** - swinging arms, twisting, turning.

The children get into pairs to explore 2 or 3 of the gods/goddesses from the list below, creating 3-5 movements for each:

**Jupiter:** King of the gods and God of thunder and lightning.

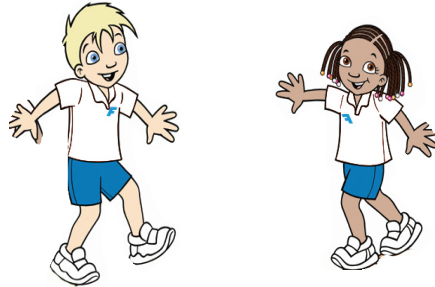
**Neptune:** God of the sea and earthquakes.

**Diana:** Goddess of hunting, archery and animals.

**Ceres:** Goddess of the harvest/food.

**Pluto:** God of the underworld – fire, wealth, money, destruction.

TP: Allow the children plenty of time to explore and create (approximately 15 minutes)



Encourage the children to use the different dynamic elements (**energy, speed and flow**) for each god e.g.

Ceres: **Low energy, slow speed, continuous flow.**

Pluto: **Medium energy, acceleration/deceleration speed, continuous flow.**

Thunder: **High energy, fast speed, abrupt flow.**

## ACTIVITY 2: Creating your own God/Goddess

MUSIC: Track 5 – Thor Ragnorok  
Theme song

1. **In their pairs**, the children are to choose their favourite God/Goddess and create a longer dance sequence of 4-8 movements.
2. The children create their own God/Goddess not already explored.
3. Discuss what their God/Goddess looks like:  
What are they the God/Goddess of?  
What is their weapon?  
What is their special power?

Children to think about the **Dynamic elements** when creating their god. Does your God/Goddess move fast or slow, **robotic** or smooth, strong or gentle?

4. Children to find another pair that are a different God/Goddess to theirs. The children stand opposite each other and perform their actions in canon- can they compete with the other pair showing their powers?

**Linking learning** : How can they add relationships and space to their dance? E.g. **Space-** moving towards and away from each other, different levels. **Relationships- proximity, canon.**

## ACTIVITY 3: Parade of the Gods/Goddesses

MUSIC: Track 5 – Thor  
Ragnorok Theme song

1. Split the class into two:

ROMANS: One half to be the Roman people: who are kneeling, praying and calling to the Gods/Goddesses.

GODS : The other half to be the Gods/Goddesses who appear to the people (and perform their dance sequences.)

2. Swap over.

Q&A: What **dynamic elements** did they see when the gods were performing?  
e.g. **energy, speed and flow**

### 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 God/Goddess?  
How did you show a variety of **dynamics** in your dance?