

# ROMANS DANCE LESSON 2

Year 6

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

EQUIPMENT:

Yr 6

I can show some 'relationship' elements in my dance.

I can show a variety of 'relationship' elements in my dance.

I can incorporate a variety of 'relationship' elements and perform with confidence, control and fluency.

Track 1

Track 2 – Gladiator Fight Music, Gladiator video clip  
Modern day Gladiator  
Video clips

**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 Gladiator?

1. Watch the video clip about The Colosseum and Gladiators  
[:https://www.youtube.com/watch?v=laGXTKsMrm0](https://www.youtube.com/watch?v=laGXTKsMrm0)

**2. Discuss the idea of the Colosseum and the idea of a show/tournament. That the Gladiators were very famous. People had their favourites and went to cheer them on.**

## Warm up and intro to relationships

Suggested Music: Track 1

In groups of four create an aerobic dance warm up.

We are going to recap the **relationship** element of dance and add some new ones: **Contact, proximity, complement and contrast.**

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are the examples below;

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

#### 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? For example side by side, square & diamond.

**Contact:** What moves can you support each other with when warming up?

**Proximity:** How near or far you are from each other?

**Contrast:** Opposite movements to each other.

**Complement:** Actions might be different, but look good together

Question time: What does your Gladiator look like? Wear? What are you famous or liked for: e.g: The best Lion slayer, the strongest, the funniest, the most athletic? What weapons/special skills do you have?

1. The children get into groups of 6 and make a circle (to represent the Colosseum.)
2. In **canon**, each child takes it in turn to come into the middle of the circle and perform their own 'Gladiator procession.' Can you show-off your best Gladiator walks, poses and skills?

An example, a strutting walk, wide stance and hands on hips, wide stance and punching fists into the air above the head, showing off muscles, waving and gesturing to encourage the crowd to cheer.

TP: The rest of the group can clap and cheer (becoming the crowd- so they are still part of the dance.)

### Relationship elements:

**Canon** - One after another- like a domino effect.

**Contact** - Different ways of making **contact** with the crowd or other gladiators e.g. high five.

**Proximity**- How near or far you are from the crowd or other gladiators e.g the weave in and out of the gladiators before they do their pose! They could also circle someone! **Linking learning** - Space from last lesson.

**Part 1** : The children recap and practise their Roman Attack and Defence fight dance (from lesson 1.) This time in their groups of 6, standing in two lines facing each other (defenders on one side and attackers on the other.)



Defenders

Attackers

The children are to incorporate as many relationship elements as they can e.g.

**Formation**- They are to perform facing each other.

**Mirroring**: Could you be opposite each other?

**Canon**: Like a domino - 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

**Safety**: Ensure if any contact is made, this should be a controlled and planned move.

The class sit in a large circle, just like they would in the colosseum to watch performances:

1. A Group to come into the middle to show their:

Gladiator walk and poses, followed by their Roman attack and defence fight.

The audience can cheer at the end of the performance as if they are the crowds.

Children can be mini-coaches and give feedback to the performers. What did they like about their performance? Who was the strongest, or more entertaining Gladiator? What **relationship** elements did they show in their dance?

Each group to have a turn.

#### COOL DOWN

Children march around the room, changing the speed of travel from fast to slow, to bring their heart rates down.

#### PLENARY

Did you enjoy being part of the Roman Colosseum?  
What did you learn about The Colosseum and Gladiators?  
What does the concept **relationship** mean in dance?  
How have we used it today?