

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

EQUIPMENT:

mats, music.

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.

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: How the Vikings lived <https://www.youtube.com/watch?v=b8dkcf1hnCQ>

(Please note this is an external link to PPP)

Explain to the children that you are going to show them a video clip (that will give them lots of information about Viking life). Ask them to listen carefully for what daily jobs and work everyone would take part in when living in a Viking settlement. Make a list of what the children identify ready for activity 1.

Warm up and 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.

1. Using the list from the discussion in the starter, the class explore what actions could be performed for the jobs listed. e.g.

- Farming: digging, sowing, watering, picking etc.
- Cooking: chopping, slicing, stirring, kneading etc.
- Building: digging, pushing, pulling, lifting etc.
- Cleaning: sweeping, clearing, sorting etc.
- Making a fire: chopping wood, carrying wood, building a fire, starting a fire.

2. The teacher names a job and the children explore with a partner what actions could be done with the music playing. Give 2-3 minutes to explore each job with the music playing.

Relationship elements they can use:

Matching: Can you perform this side by side?

Mirroring: Can you be opposite your partner?

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

Canon: Can 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- Each group member does different moves at the same time.

1. Children to get into groups of 4 or 6 and decide on a role each.

2. As a group create a busy settlement with everyone working hard doing their job...

Relationship elements they can use in their dance:

Matching: Can you perform this side by side- all sitting round the fire eating together?

Mirroring: Opposites. Building work- Digging, Pushing, pulling.

Unison: Move at the same time e.g. cooking, building, cleaning.

Canon: Movements one after another e.g Making a fire-one chops the wood, one carries the wood, one builds the fire and one starts the fire (different roles, but in canon) Alternatively, passing the wood/logs along a line (same roles in canon).

Formations: Use different formations e.g. stand in a circle around the fire, building - passing objects along in a line.

Proximity- How near or far you are from each other e.g farming far away, making a fire close together.

Contrasting moves- Each group member does different moves at the same time e.g. cooking, building farming, cleaning

Complementing - Can they choose 2 jobs that are connected e.g. some looking after the fire and \ some cook on the fire

Contact - Building- can you hold hands to push and pull.

1. The children perform one group at a time.
2. The other children can be mini-coaches and give feedback to the performers.

Could they clearly see all of the different roles?

How was each role different in terms of actions?

Did it look like a busy community working together?

What did they like about the performance?

What **relationship elements** did they use in their dance?

3. Swap over.

COOL DOWN

Children move around the room, changing the speed and level of travel from a fast to a slow walk, to bring the heart rate down.

PLENARY

Did you enjoy today's lesson?
What have you learnt about Viking Settlements?
If you were living in Viking times, what role do you see yourself having?
What does the concept **relationships** mean in dance?
How have we used it today?