

VIKING DANCE LESSON 1

YR 5

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

EQUIPMENT:

mats, music.

Yr 5

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

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

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

Yr 5 Key Words: Relationships, space, dynamics, elements, matching, mirroring, energy, speed, flow, collaborate, stimulus

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 intro to relationships

Suggested Music: Track 1

Based on the physical exercises used by Viking soldiers to keep fit - marching steps, burpees, star jumps and swimming arm-actions.

Children to get into groups of 4, then each is to lead their part of the warm-up, ready to fight.

We are going to look at the **relationship** element of dance.

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are some examples: **Matching and mirroring, unison and canon and formations.**

1. Can you try and add each of the below 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?

Linking learning: During gymnastics in Year 4, you performed matching and mirroring balances.

Unison and canon:

Unison - Dancing at the same time.

Canon - Like a domino - one after another.

Linking learning: We learned about unison, canon and formations in Years 3 & 4. We also use these in gymnastics.

Formations: How many different formations can you use? For example, side by side, square and diamond.
Recap of prior learning from Year 4.

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: 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?

See videos for examples

1. Children to get into groups 4 or 6 and decide on a role each:
2. As a group, create a busy settlement with everyone working hard, doing their job- encourage interaction with each other e.g.

Relationship elements they can use:

Matching: Could 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.

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 '**relationship**' mean in dance?
How have we used it today?