

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

EQUIPMENT:

mats, music.

Yr 5

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

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

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

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

Starter: Viking weapons

1. Watch the video: https://www.youtube.com/watch?v=_86TFTtT3I8

(Please note this is an external link to PPP)

2. Discuss what Viking weapons were used and why.

Spear: Could be thrown or thrust. Hunting wildlife and to spear fresh water fish.

Knives: Handy at a feast. Used in close contact/combat battle.

Bow and arrow: Striking a target from afar while hunting or in battle.

Sword: Served only one purpose, which was to kill in battle. Very expensive and only used by people of noble birth.

Awareness of space through a warm up

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 Viking soldier groups of 4, then to each lead their part of the warm-up ready to fight!

Today we are going to look at the **space** element of dance.

What does the concept of **space** mean in dance? This refers to **WHERE** the dancer moves.

Here are some examples: **Level (high, medium or low)**, **Size (big or small movements)**,

Direction (forward back, left and right), **Pathway (moving from A to B e.g. straight, curved)**

1. Can you try and add each of the below into your warm up?

Levels:

Low - squat thrusts.

Middle - lunges.

High - star jumps.

Size of movement:

Small movement - shoulder lifts.

Large movements - high knees.

Direction:

- Face different directions.

- Travel in different directions; e.g. forward or back and from side to side.

- Pathway (A to B):

- Straight - stepping forwards, backwards.

- Sideways - right and left e.g. grapevine.

- Free form - any pathway you would like to use.

- **Linking learning: In year 4 we used levels and pathways to create/choreograph a dance.**

Children to watch and analyse the making weapons video- What elements of space can you see?

Levels: Children move from low, middle and high positions.

Direction- Children turn to face the different directions of the room.

The children get into pairs and create a dance that shows they are making weapons.
e.g. cutting, heating, moulding shaping, sharpening and shining.

TP: Encourage the children to use different levels and direction.
E.G. 4 counts to cut, 4 counts to sharpen etc.

Linking learning: What **relationship** elements can they bring into their dance? e.g **matching, mirror,** work in **unison.**

In their pairs, the children practice fighting with their weapons, creating actions for each weapon.
See Video to watch examples of some actions (can you notice the use of **levels**) e.g.

Spear: Lean back and throw long distance (like a javelin)

Bow and arrow: Kneel, aim up high with bow and fire the arrow.

Knife: Slashing actions.

Sword: Stepping forward into a lunge, thrusting the sword forward with one hand.

TP: Encourage the children to create a unison dance in exact time with their partner as if doing a repetitive training session. E.G. Throw spear, kneel and fire, slash knife and lunge and thrust. Children to then discuss how many of each action they will complete.

Space elements they can use in their dance:

Levels: Children move from low, middle and high positions.

Direction- Children turn to face the different directions of the room.

Size of Movement- Can they use different body parts to create large or small movements?

Children to watch and analyse the battle video- What elements of space can you see?

Levels: Children vary their levels from low, middle and high positions.

Direction- Children turn to face each other.

Pathways- Moving straight- stepping forwards towards each other.

Size of Movement- They use different body parts to create large or small movements.

1. In their pairs, the children decide which attack moves will be at a distance and which will be at close range. e.g.

Long distance: The pairs separate and go to opposite ends of the hall.

Close range: Standing a few steps apart from each other.

2. The pairs throw their spears and fire their arrows at long distance and then walk towards each other and slash their knives and thrust their swords at close range.

TP: This is done in unison, making no contact. Encourage the children to decide how many times they will perform each action in unison so it is well rehearsed.

Challenge: The pairs can create their own ending on how the battle will be won. They decide on a winner and a loser. The loser can fall to the ground, with the victor standing proud at the end.

Linking Learning Relationship elements they can use:

Mirroring: Spear and bow and arrow movements opposite each other.

Unison: Move at the same time when fighting opposite their partner.

Canon: They could perform movements one after another- Like a dance battle one after the other.

ACTIVITY 4: Performance

MUSIC: TRACK 3

1. Spilt the class and spread out the pairs to perform half a class at a time.
2. The other children can be mini-coaches and give feedback to the performers.

What did they like about the performance?

Who had the most successful battle and why?

Can you describe the use of **space and Relationship elements** in their dance?

3. Swap over.

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 today's lesson?

How did Vikings have to prepare?

What were the best weapons for long distance and close contact?

How did you use **space** to perform your dance?