

Learning Intention: How can you **collaborate** with a group to make a dance performance?

Yr 5

I can begin to collaborate with a group to create a dance performance.

I can collaborate to create a dance performance.

I can co-operate and collaborate to create a dance performance displaying a range dance elements.

Equipment:

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MUSIC:

Track 4: This is Me

Video 3

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

WARM UP

Track 1 Warm up music

1. Children to be in pairs, they are to then create three God/Goddess poses
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1 or POSE 2, the children FREEZE in that pose.

Rules of the game:

- They must use a **space** or **relationship** element with their partner e.g.

Space: Can the children use different **levels, directions, or size of movement to their partner?**

Relationships: Which of the movements could include either **matching/mirroring?**

Can they use different **formations** on the pose? e.g. back to face, face to face, side by side.

Children to collaborate in groups of 4 - to rehearse and link all their dances together.

1. Lesson 2. Activity 3 - Heading to battle

1. The children march alone (spread out in a space)
2. The children join a partner and march side by side (or 3s if odd numbers)
3. Two pairs join to march in a line of 4 (5s if odd numbers)
4. Two lines of four join, marching one line behind the other to make a group of 8.
5. Two groups of 8 join to march in a square formation of 16.

2. Lesson 3 Activity 3 - The battle.

3. Lesson 4 Activity 2 - Own God/Goddess.

Collaboration: Can the children help each other and make sure everyone in their group knows all of the moves?

Linking Learning: Children to think about everything they have learned over the last 6 weeks and how they can include the key **elements** into their dance:

Dynamics

Relationships

Space

1. Split the class into two. One half to dance and the others to watch.
2. Teacher to spread out the groups and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers. Did you enjoy the performance and if so why?

What **elements** did you enjoy most? **Relationships, Space and Dynamics.**

4. 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 the Vikings Dance scheme?

How did you **collaborate** with each other to adapt or create your new dance?