

EQUIPMENT:
music.

Learning Intention: How can you use a '**stimulus**' to perform a dance?

Yr 6

I can translate ideas from a stimulus into a dance

I can translate ideas from a stimulus into a performance – and incorporate some dance elements

I can translate ideas from a stimulus into performance – and incorporate a variety of relationship elements

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 **stimulus**? A **stimulus** is something that inspires you to create a certain dance.

For example: Music – Mood – Lyrics – Words- Topic. The **stimulus** for dance is Invasion.

How and why did Vikings invade other settlements?

1. **Watch the clip:** <https://www.youtube.com/watch?v=kge0c2mNmRQ>

2. **Discuss the reasons for invasion:** To gain more land, to steal resources, to remain the dominant group, to make people slaves.

3. **Discuss why the longboats were so effective:** They were long, narrow and flat, longships were fast, durable and capable of navigating both choppy seas and shallow rivers. They were also light enough to be carried over land, as well as big enough to carry 100s of people and cargo.

Warm Up : Getting ready for invasion

Track 1 Warm up music

1. Recap of prior learning (**relationship** element) Children in groups of four - they need to choose four invasion actions e.g.

March: High knee lift on the spot.

Shoot- Kneel on one knee and shoot an arrow.

Duck- Squat down low to avoid a flying arrow.

Row- Pretend to be rowing a longboat.

2. Then children skip, jump, gallop around the area.

3. When the teacher pauses the music and says the command word Action 1, 2, 3 or 4, the children get into their groups and perform the action.

Rules of the game:

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

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. **Contact Complement and contrast, proximity**

Watch and analyse the heading to battle Video **Linking learning: What Relationship elements are they using in this activity:**

Formations: They start spread out on the stage then march into 3 lines

Unison: Children marching at the same time

Proximity- Start far apart then get close together

Contact- Children link arms as they march around the room

Explain to the class that they are going to become a group of Vikings marching off to invade a settlement.

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.

Extension:

They then stay in their formation as they repeat the marching pattern – turning to face each side of the room (marching 16 counts to each side.)

They then stay in their **formation** to march around the room.

Challenge: The class put together activity 2, 3 and 4, then perform this. This can be done as a class or in smaller Groups of 6-8.

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?

What have you learnt about Viking ships and getting ready for an invasion?

How did you use the **stimulus** to create your own dance, and incorporate the dance **relationship** elements?