

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

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.

Resources:

Track 1

Track 2

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

Warm up and intro to relationships

Suggested Music: Track 1

Based on the physical exercises used by martial artists to keep fit - marching steps, burpees, star jumps.

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

We are going to look at the **relationship elements** 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, mirroring, unison, 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 other's moves?

Mirror - Can you stand facing each other and mirror each other's 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. The children get **into groups of 4** and make a square (to represent the boxing ring.)
2. In **canon**, each child takes it in turn to come into the middle of the circle and perform their own 'Ring walk.' Can you show-off your best walk, poses and martial arts skills?

An example; strutting walk, wide stance and hands on hips, wide stance and punching arm into the air above the head, showing off muscles, waving and gesturing to encourage the crowd to cheer.

TP: The rest of the group can clap and cheer (becoming the crowd so they are still part of the dance).

Relationship element - Canon - one after another- like a domino effect

ACTIVITY 2: Martial Arts movements

Watch and analyse the martial arts movements on Video 1. Can the children identify the movements used e.g. side kicks, punches, knee strikes.

Q & A – When you think of martial arts what ideas can you come up with?

E.g. Capoeira, Karate, Muay Thai, Kickboxing, mixed martial arts, self-defence, Judo, boxing, etc. **What moves do you think these would include?** Punches, strikes, kicks, exercises (skipping), etc.

1. Children in groups of 4 to come up with some of their own martial arts movements which they could use in a dance.

Make it easier: copy the video.

TP: Ensure that the children use a variety of different movements and body parts.

Part 1 : This time in their group of 4, stand in two lines facing each other (defenders on one side and attackers on the other).



Defenders

Attackers

The children are to incorporate as many **relationship elements** as they can e.g.

Formation: Can you perform facing each other?

Mirroring: Can you be opposite each other?

Canon: Like a domino - one after another

Unison: Can you show your moves at the same time?

Extension: They can add some more moves to their dance.

ACTIVITY 4: Performance Time

Children to perform the dance they have learned so far.

1. "Ring walk" dance.
2. Attackers and Defenders.

Children can be mini-coaches and give feedback to the performers. What did they like about their performance? Who was the strongest or most entertaining? What **relationship elements** did they show in their dance?

Each group to have a turn.

COOL DOWN

IMPORTANT - Remind children that martial arts is all about RESPECT. Children are to walk around slowly. When the teacher says "find your partner", they are to walk back to their partner and bow to them.

PLENARY

What does the concept **relationships** mean in dance?
How have we used it today?