

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

Yr 6

I can show some 'relationship' elements in my dance

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

I can incorporate a variety of 'relationship' elements and perform with confidence, control and fluency

Resources:

Track 1

Track 2

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

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 recap the **relationship elements** of dance and add some new ones: **Contact, proximity, complement and contrast**

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are the examples below.

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

Unison and canon:

Unison - dancing at the same time

Canon - like a domino - one after another

Formations - How many different formations can you use e.g. side by side, square, diamond

Contact - What movements can you use contact to support each other with?

Proximity - How near or far are you from each other?

Contrast - Opposite movements to each other

Complement - Actions might be different but look good together

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 elements

Canon - one after another - like a domino effect

Contact - Different ways of making **contact** with the crowd or other contestants e.g. high five

Proximity- How near or far you are from the crowd e.g weave in and out of the contestants before they do their pose! They could also circle someone!

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 children use a variety of different movements and body parts.

ACTIVITY 3:

MUSIC: Track 2

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



Defenders

Attackers

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

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

Relationship elements they can use:

Matching: Can you perform this side by side?

Mirroring: Can you be opposite your partner?

Unison: Can you move into and together into this move at the same time?

Canon: Can you perform movements one after another?

Contact: Different ways of making contact with each other

Proximity: How near or far you are from each other

Contrasting moves: Each group member does different moves at the same time

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?