

DANCE LESSON 1

Year 5

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

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.

EQUIPMENT:

MUSIC:

Track 1

Track 2

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

Awareness of space through a warm up

MUSIC: TRACK 1

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

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

Today we are going to look at the **space elements** 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.

Direction:

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

Size of movement:

- Small movement - shoulder lifts.
- Large movements - high knees.

- 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.

ACTIVITY 1: Pathways

Music: Track 2

Watch the same video from last lesson. What **space elements** can you see? ..

Levels (low to high), **Pathways** travel side to side and forward and back,

Size of movement (kicks and punches)

1. Children in groups of 4 to try each of these below;

Step 1: Children stand in a line one behind another. Travel around the room as they follow the leader

Step 2: Children stand in a line side by side and travel forwards and backwards keeping in time together

Step 3: Children stand in a line side by side and travel left and right keeping in time together

Step 4: Children stand in pairs opposite each other. Walk towards and away from each other

Step 5: Children stand in pairs opposite each other. Weave in and out or walk through each other

TP: Remind children this is a martial arts dance. How would they stand e.g. upright, strong, shoulders back and hands in a guard position (fist up in front of face)

ACTIVITY 2:

Music: Track 2

1. Children to now adapt and add to their attackers and defenders dance (Lesson 1, Activity 3) from last lesson thinking of different **space elements** they can add to their dance.

Space elements they can use:

Direction - Encourage them to face different directions

Size of Movement - Can they use different body parts e.g large movements= kicking
small movements = jabs with hand)

Pathways: Encourage different pathways from Activity 1 e.g. sharp
straight lines, zig zag or curved.

Levels: Encourage different levels; roll on the floor into next move, low sweeping kick,
high kick and/or jump high in the air

Safety: It is important that children have enough space, control their movements and remember this is a dance.

ACTIVITY 4: Performance

Track 2

1. Split the class into two. One half to dance and the others to watch, or if time allows, individual groups can show their performance.

Children to perform the dance they have learned so far

a. "Ring walk" dance.

b. Attackers and Defenders (now adding **space elements**)

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. What did they like about the performance? Who had a fluid attack and defence sequence? Can you describe the use of **space** in their dance?

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

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