

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

EQUIPMENT:

MUSIC:  
Track 1  
Track 2

Yr 6

I can show some 'space' elements in my dance

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

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

**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**

**Note: This may take more than one lesson.**

## Awareness of space through warm up

Suggested Music: Track 1

In groups of four, create an aerobic dance warm up. Today we are going to recap 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 (e.g 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.

#### Size of movement:

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

#### Direction:

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

#### Pathway (A to B):

- Straight - stepping forward, backwards.
- Sideways - right and left e.g. grapevine.
- Free form - any pathway you would like to use.

## 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.

**Challenge:** Add 4 groups together. Give each one a number.  
Each group performs one at a time in a martial arts dance off!  
Groups to FREEZE in a different stance each time when not performing.

1. Split the class into two groups. 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?