

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**

**EQUIPMENT:**

Tracks 1, 2, 3

## 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 today's dance is **Capoeira**.

Watch the video: <https://www.bbc.co.uk/programmes/p011t75p>

(Please note this is an external link to PPP)

### What is Capoeira?

Capoeira is a Brazilian martial art that combines **elements** of fight, acrobatics, music, dance and rituals in a very elegant and magnetic way.

- Performed by two people, it is often called a “game” that is played, not a fight.
- Capoeira is always performed with a smile symbolising that the capoeiristas are not afraid from the danger that is coming.

## Warm-up

Track 1

1. Children to discuss with their partner and be ready with martial arts poses.
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1 or POSE 2, the children FREEZE in that pose

### Rules of the game:

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

**Space:** Can the children use different **levels, directions, or size of movement to their partner**

**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, contrast and proximity**



## ACTIVITY 1

Children to get into pairs - please ensure this is a pair from their group of four from last lesson

Watch, analyse and try some of the Capoeira moves from the videos:  
(Please note these are external links to PPP)

### 1. Children in pairs to learn and practise the Ginga moves

<https://youtube.com/playlist?list=PLD57755E647234751&si=hYI2ltzU7jvsZ3f6>

### 2. Children in pairs to learn and practise a kick from Capoeira

<https://www.youtube.com/watch?v=Qz5dtM5XnTQ&list=PLD57755E647234751&index=10>

### 3. Children in pairs to learn and practise a ground movement from Capoeira

<https://www.youtube.com/watch?v=iRb8inBYpf0&list=PLD57755E647234751&index=7>

**Make it harder:** Add more moves

## ACTIVITY 2: Capoeira Dance

### MUSIC: TRACK 3

**Q & A** – What do you start with in Capoeira ? Ginga - this sets the game

1. Children to work with their partner. Can they choreograph their own Capoeira dance sequence using a variety of movements from the video and adding their own moves.

**Linking learning:** Children to bring in the **relationship and space elements** below from their last two lessons.

**Mirroring:** Can you be opposite your partner?

**Unison:** Can you move together at the same time?

**Canon:** Can you perform movements one after another?

**Proximity:** How near or far you are from each other

**Contrasting moves:** Opposite movements to each other

**Complementing moves:** similar movements that work well together

**Direction:** Encourage them to face the different directions

**Size of movement:** Can they use different body parts to create small or large movements

**Pathways:** Encourage different pathways towards and away from each other, left and right and circular

**Levels:** Encourage low middle and high levels

**Make it harder:** Add bridge, backward walk over, rolls or cartwheels into the sequence

1. Split the class into two. One half to dance and the others to watch.

Children to perform the dance they have learned so far;

- a. "Ring walk" dance.
- b. Attackers and Defenders (now adding **space elements**)
- c. Capoeira dance

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.

Did you enjoy the performance and why?

Who had clear movements?

What dance **elements** did you see? **Relationships and space?**

Were you successful in using the **stimulus** to **choreograph** your own Capoeira 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

Did you enjoy the Capoeira dance? Why?  
How did you use the **stimulus** to create/choreograph your own dance and incorporate the dance **elements**?