

DANCE LESSON 4

Year 5

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

EQUIPMENT:

Tracks 1, 2 and 3

Yr 5

I can begin to show some 'dynamic' elements in my dance.

I can show some 'dynamic' elements in my dance.

I can show a variety of 'dynamic' elements in my dance.

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

Warm Up

Track 1 - Warm up Music

In groups of four create an aerobic dance warm up.

We are going to look at the **dynamic elements** of dance.

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, acceleration/deceleration, low energy/high energy, strong/light, flowing/sharp.

1. Can you try and add each of these below to your warm up?

Energy

Low energy - smooth movements - arm circles, walking slowly, shoulder movements.

High energy - strong powerful movements - sprinting fast, star jumps.

Speed

Slow - move in slow motion.

Fast - move in double time.

Acceleration /deceleration - slow to fast or fast to slow.

Flow

Robotic - short, sharp movements.

Continuous flowing smooth movements - swinging arms, twisting, turning.

1. Teacher to discuss the different martial arts styles and discuss the different **dynamic** qualities of each:

a) **Muay Thai: See Video 1**

Medium **energy**, acceleration/deceleration **speed**, continuous **flow**
and

High **energy**, fast **speed**, abrupt **flow**

b) **Capoeria** : <https://www.youtube.com/watch?v=RoUzdCQhYGE>

Low to medium **energy**, slow **speed**, continuous **flowing**, smooth movements

c) **Karate**: <https://www.youtube.com/watch?v=dzM38m5Al8U>

High **energy**, fast **speed**, abrupt **flow**, robotic sharp movements

2. With their partner from last lesson, recap their Capoeria dance from last lesson (practice the dynamics for this style- remember slow **energy**, **slow speed**, **continuous flowing smooth movements**)

2. Now choose some moves from either (Track 2)

Muay Thai or Karate to show contrasting **dynamic elements**

e.g. Capoeria to Muay Thai dance moves

or

Capoeria to Karate dance moves

Linking learning: Remind children when creating their new section of their dance to think about the **relationship and space elements** in their dance.

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**)
- c. Capoeira dance
- d. Muay Thai or Karate

2. Teacher to spread out the groups and count them in to the music

Q&A: What **dynamic elements** did they see when they were performing
e.g. **energy, speed and flow**

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 show a variety of **dynamics** in your dance?