

EQUIPMENT:

Tracks 1, 2 and 3

Learning Intention: How can you '**collaborate**' with a group to make a dance performance?

Yr 5

I can begin to collaborate with a group to create a dance performance.

I can collaborate to create a dance performance.

I can co-operate and collaborate to create a dance performance displaying a range dance elements.

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

Track 1

Warm-up

1. Children to discuss with their partner and be ready with a **Muay Thai pose**, **Capoeria pose** and a **Karate pose**
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word '**Muay Thai**', '**Karate**' or '**Capoeria**', the children FREEZE in that pose.

Rules of the game:

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

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

Relationships: Which of the movements could include **matching/mirroring?**

Can they use different **formations** on the pose e.g. back to face, face to face, side by side.

Children to **collaborate** in their groups of 4 to rehearse and link all their dances together.

1. Children to create a different transition to link all the dances together e.g. use a travelling pathway, add in some rolls, cartwheels or slides to move to a different area of the stage or add a freeze frame between each section.

- a. **Start position (in a group of 4)**
- b. **“Ring walk” dance. (in 4’s)**
- c. **Attackers and Defenders (in 4’s)**
- d. **Capoeria dance (In pairs)**
- e. **Muay Thai or Karate (in pairs)**
- f. **Finishing position (in group of 4)**

2. Can the children **collaborate** to have a strong start and finishing position in their group of 4? E.g. Bow at the beginning and end or a held pose.

Collaboration: Can the children help each other and make sure everyone knows all the moves in their group?

Linking Learning: Children to think about everything they have learned over the 5-6 weeks and how can they include the key **elements** into their dance:

Dynamics
Relationships
Space

1. Split the class into two. One half to dance and the others to watch.
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 if so why?

What **elements** did you enjoy most? **Relationships, Space and Dynamics?**

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 Martial Arts scheme?
How did you **collaborate** with each other to adapt or create your dance?

