

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

EQUIPMENT:

Track 1 Warm up
Track 2: Air Raid Siren
Track 3: Declaration of War
Track 4

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

WARM UP

Track 1 - Warm up music

Recap of prior learning:

1. Children to discuss with their group and be ready with three '**Mourning**' poses from last lesson.
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 elements** with their partner:

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.

Children to recap the dance they have learned so far:

1. Starting positions
2. Air Raid (Track 2)
3. Declaration of War - Neville Chamberlain Speech (Track 3)
4. The Farewell (Track 4)
5. The Battle (Track 4)
6. Mourning the fallen (Track 4)

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 6 weeks and how can 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 or each group to perform.
2. 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**

3. 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 World War II scheme?
What have you learned about World War II?
How did you **collaborate** with each other to adapt, create and practice your dance?