

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

EQUIPMENT:

- Track 1: Warm up
- Track 2: Air Raid Siren

Yr 5

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

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

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

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

Note: This may take more than one lesson.

Warm up and intro to relationships

Track 1

In groups of four, create an aerobic dance warm up:

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

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are some examples: **matching** and **mirroring, unison** and **canon, formations**.

1. Can you try and add each of the below into your warm up?

Matching and mirroring:

Match - Can you stand side by side and match each other's moves?

Mirror - Can you stand facing each other and mirror each other's moves?

Linking learning: During gymnastics in year 4, you performed matching and mirroring balances.

Unison and canon:

Unison - Dancing at the same time.

Canon - Like a domino - one after another.

Linking learning: We learned unison, canon and formations in Years 3 & 4. We also use these in gymnastics.

Formations: How many different formations can you use? e.g. side by side square, diamond. Recap of prior learning from Year 4.

ACTIVITY 1: Starting Position

Ask the children to think about what their ancestors lives would have been like before the war.

1. Teacher shakes the tambourine at various speeds; the children move around imagining they are back in the 1930's e.g. they could be children playing in the street, reading, sewing, working etc.

When the teacher bangs the tambourine they are to FREEZE (pose) in one of these imaginary roles with a partner.

Can they use the **relationship elements** by **mirroring** or **matching** their partner?

Repeat this another 3 times – children change their ideas and movements each time.

2. Teacher can choose individuals to demonstrate their ideas.
3. Pairs choose their favourite pose. This will be their starting position for their dance.



ACTIVITY 2: Take Shelter! Siren Track 2

Track 2

Teacher sets up the hall into mini stages using throw down strips or cones.

1. Teacher plays the air raid siren. **Q&A:** How does the sound of this make you feel? e.g. frightened, scared etc. How would people have reacted to this siren? Children move around to the siren showing their reactions and feelings.
2. In groups of four; children now come up with the beginning of their dance (**Siren**)
 - a) Groups will need to be in their starting position before the siren starts.
 - b) Awake from their pose, react to the sound and run onto their stage on Siren 1.
 - c) Siren 2, take shelter and FREEZE in their air raid shelter, listening to a radio.

Ways of bringing relationships into their dance;

Can the pairs move in **unison** together?

Can one child run and the other follow (**canon**)?

When they FREEZE - can they **mirror** or **match** each other?

Can their group of 4 choose their **formation** of how they FREEZE in a position?

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.

What did they like about the performance?

What **relationship elements** did they use in their dance?

4. Swap over.

COOL DOWN

Children to move around slowly and then to go down to a low level like in a bunker.

PLENARY

What did you enjoy about making up your dance? What does the concept **relationships** mean in dance? How have we used it today?