

WWII DANCE LESSON 1

Year 6

EQUIPMENT:

Track 1: Warm up
Track 2: Air raid Siren

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

Yr 6

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

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

I can incorporate a variety of 'relationship' elements and perform with confidence, control and fluency.

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.

Warm up and intro to relationships

Suggested Music: Track 1

Based on the physical exercises used by Allied soldiers to keep fit - marching steps, burpees, star jumps and swimming arm-actions.

Children to get into Allied soldier groups of 5-6 to each lead their part of the warm-up ready to go to war!

We are going to recap the **relationship elements** of dance and add some new ones: **Contact, proximity, complement and contrast**

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are the examples below.

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

Matching and mirroring:

Match - Can you stand side by side and match each others moves?

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

Unison and canon:

Unison - Dancing at the same time.

Canon - Like a domino - one after another.

Formations: How many different formations can you use? e.g. side by side square, diamond.

Contact: What movements can you use contact to support each other with?

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

Contrast: Opposite movements to each other.

Complement: Actions might be different, but look good together.

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.

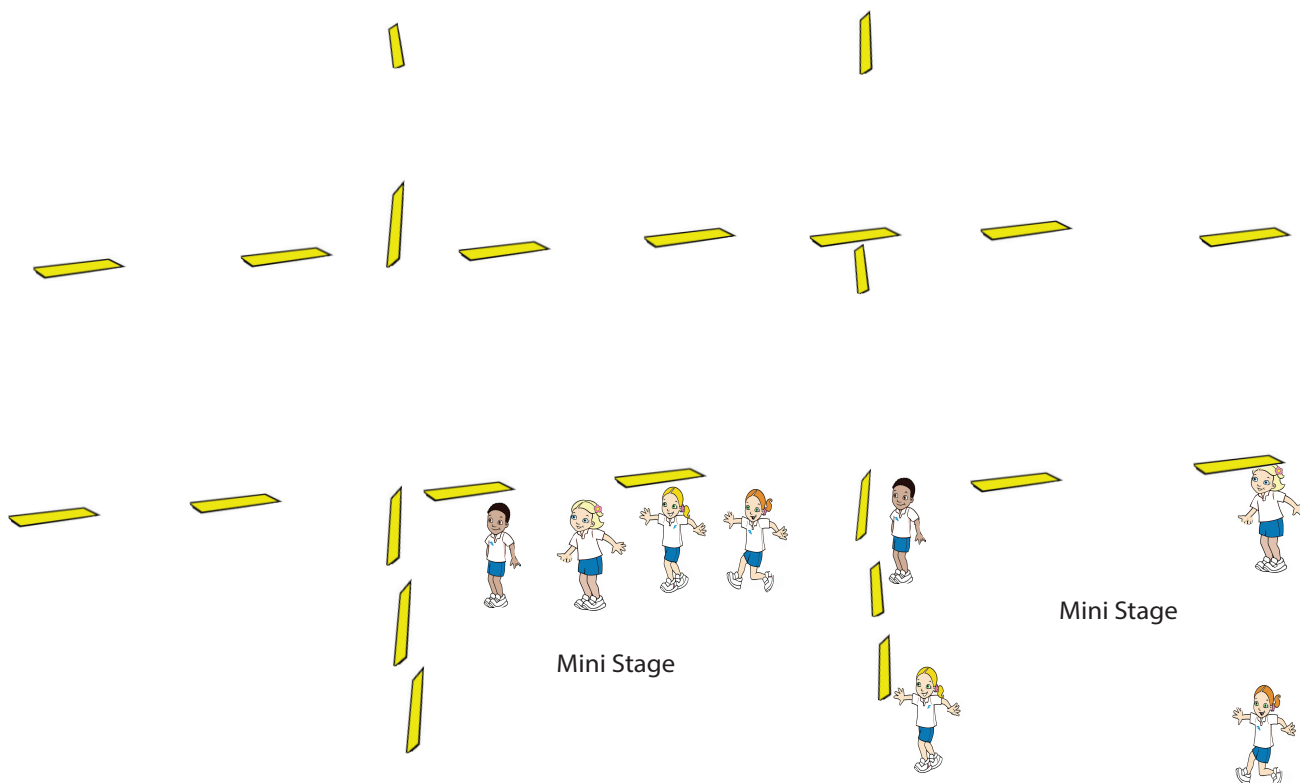
Can they use they use the **relationship elements** - **mirroring** or **matching** their partner or **complementing** and **contrasting**.

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.



This is an example of how the stage could be divided into areas



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) **FREEZE FRAME:** Pairs will need to be in their starting position before the siren starts.
 - b) Awake from their pose, react to the sound and move around their stage to the siren.
 - c) **FREEZE FRAME:** When the siren stops, FREEZE into a position in the air raid shelter, listening to the radio.

Unison: Moving at the same time.

Canon: Moving one after another - domino effect.

Formations: Different formations for each 'freeze frame.'

Proximity: How near or far away you are from your group during the siren or **freeze frame**.

Contact: Different ways of making **contact** with each other/the prop. E.g. being distressed, holding hands, hugging, leading each other.

Complementing moves: To create different moves which look good together e.g in freeze frame.

Contrasting moves: Opposite movements to each other. E.g opposite movements when moving to the sound of the siren.

If time, children can demonstrate and share their 'Take shelter Dance'. Children can be mini-coaches and give feedback to the performers. What did they like about their performance? What **relationship elements** did they show in their dance?

COOL DOWN

Children to move around slowly and 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 **relationship** mean in dance? How have we used it today?