

WWII DANCE LESSON 2

Year 6

Learning Intention: How can you use a **stimulus** to perform a dance?

EQUIPMENT:

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

Yr 6

I can translate ideas from a stimulus into a dance.

I can translate ideas from a stimulus into a performance and incorporate some dance elements.

I can translate ideas from a stimulus into performance and incorporate a variety of relationship elements.

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.

Starter

What is a **stimulus**? A **stimulus** is something that inspires you to create a certain dance.

For example: Music – Mood – Lyrics – Words- Topic- Picture.

The **stimulus** for this dance is 'invasion'.

Warm Up

Suggested Music: Track 1

Children get into the same groups from last lesson .Can they revisit and recap their warm up?
Remind them to think about the **relationship elements** in their 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?

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 away you are from each other.

Contrast: Opposite movements to each other.

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

ACTIVITY 1: Recap dance so far

Children to recap the dance they have learned so far.

1. Starting positions
2. Air Raid

ACTIVITY 2: Freeze Frame

See Resource card pictures!

1. In groups of four, children to rotate around each **stimulus** (a picture) and have one minute to recreate that picture.
2. The children then link together each picture fluidly:
 - 8 counts to get into the picture.
 - 8 counts to freeze frame in the picture.
 - 8 counts to move onto the next picture.

Linking Learning: Children are to incorporate as many **relationship elements** as they can e.g.

Formation - Can they change formation for each picture?

Unison - Can they move at exactly the same time to create the picture?

Proximity - How near or far away they are from each other.

Contact - Is there any contact in the picture?

Notice which movements are complementing and contrasting.

ACTIVITY 3: Declaration of War (Track 3)

1. Children to read and also listen to Neville Chamberlain's speech. They are going to imagine they are listening to his speech on the radio (from their last dance position).
2. Groups are to choose **FIVE** movements in reaction to the speech e.g. comforting their family, shock, fear, brave, crying, protective of their family etc.
3. When the key words are spoken (words highlighted on the resource card) they are to move on the word and FREEZE in a position until the next word.
4. On move **SIX**, they all stand in any formation they want to and Salute.

The children are to incorporate as many **relationship elements** as they can e.g.

Formation: Can they change formation after each word?

Unison: Can they move at exactly the same time on each word?

Mirroring: Can they be opposite each other?

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

Contact: Can there be any contact between the family?

Complementing: Can there be similar poses?

Contrasting: Can everyone have a different pose?

**See Resource card for the
key speech areas!**

ACTIVITY 4: Performance

1. Groups to perform their Declaration of War Dance.
2. Children can be mini-coaches and give feedback to the performers.

Did you enjoy the performance and why?

Who had clear movements?

What dance **relationship elements did you see?**

Were you successful in using the **stimulus to create your own Declaration of War 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 **stimulus** mean in dance? How have you used it today within your dance?