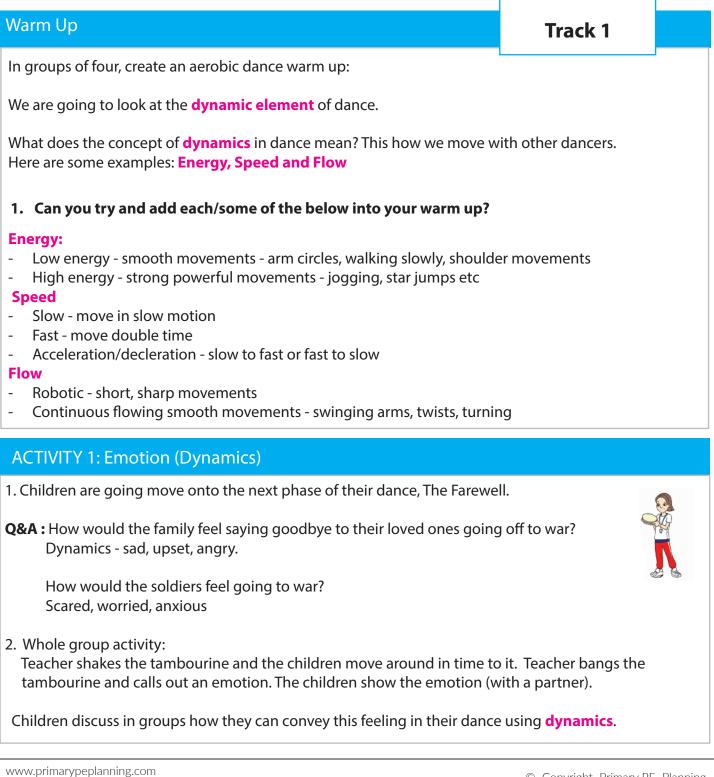
WWII DANCE LESSON 3

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

Yr 5

- I can begin to show some 'dynamic' elements in my dance.
- I can show some 'dynamic' elements in my dance.
- I can show a variety of 'dynamic' elements in my dance.

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



Year 5

EQUIPMENT:

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

Farewell phase of the dance...

1. The performers are now going to split into two groups.

Note: Depending on your group, you can continue this dance in your original groups of 4, or you could join 2 stages (groups) together to make a larger dance group.

Group A : British soldiers going off to war.

High energy, fast speed, abrupt flow, sharp, powerful movements

e.g. strong cuddle, wave family goodbye, handshake goodbye, march off proud, proud salute, being strong and brave, travelling to war, arriving at their camp etc.

Group B: Family waving farewell to the soldiers.

Dynamics - Low energy, slow speed, continuous flow, smooth/soft movements

e.g. waving goodbye, running after them, collapsing with sadness, crying as they leave, staying strong for their family, being protective over their children.

2. Children to create their dance in their groups

Linking Learning: Children when performing to think about how they can show relationship elements in their dance

Formation - Can the soldiers use different formations e.g marching off in a line or one behind another

Unison - Can the family wave softly at the same time or soldiers salute strongly at the same time

Matching - Shaking hands, hugging

ACTIVITY 2: Performance time

Tracks 1, 2, 3 & 4

Children to perform the Farewell part of the dance together.

1. Split the class and spread out the pairs to perform half a class at a time.

2. The other children can be mini-coaches and give feedback to the performers.

Can they clearly see the contrasting **dynamic elements** between the family and the soldiers going off to war?

Q&A: What **dynamic elements** did they see when they were performing e.g. **energy**, **speed and flow**

What dance relationship elements did you see?

What was your favourite performance and why?

3. Swap over

Challenge: Link all three dances together so far;

- 1. Starting positions
- 2. Air Raid
- 3. Declaration of War Neville Chamberlain Speech
- 4. The Farewell

COOL DOWN

Children to move around slowly in their favourite WWII movement

PLENARY

Did you enjoy creating the Farewell part of your dance? How did you show a variety of **dynamics** in your dance?

