

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

## EQUIPMENT:

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

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.**

## Warm Up

## Track 1

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

We are going to look at the **dynamic element** of dance.

What does the concept of **dynamics** in dance mean? This how we move with other dancers.

Here are some examples: **Energy, Speed and Flow**

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

#### Energy:

- Low energy - smooth movements - arm circles, walking slowly, shoulder movements
- High energy - strong powerful movements - jogging, star jumps etc

#### Speed

- Slow - move in slow motion
- Fast - move double time
- Acceleration/deceleration - slow to fast or fast to slow

#### Flow

- Robotic - short, sharp movements
- Continuous flowing smooth movements - swinging arms, twists, turning

## ACTIVITY 1: Emotion (Dynamics)

1. Children are going move onto the next phase of their dance, The Farewell.

**Q&A :** How would the family feel saying goodbye to their loved ones going off to war?

Dynamics - sad, upset, angry.

How would the soldiers feel going to war?

Scared, worried, anxious



2. Whole group activity:

Teacher shakes the tambourine and the children move around in time to it. Teacher bangs the tambourine and calls out an emotion. The children show the emotion (with a partner).

Children discuss in groups how they can convey this feeling in their dance using **dynamics**.

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

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?