WWII DANCE LESSON 4   Year 5

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

Yr 5
I can begin to show some 'space' elements in my dance.
I can show some 'space' elements in my dance.
I can show a variety of 'space' elements in my dance.

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

Awareness of space through warm up

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

Children to get into groups of 4 soldiers, to each lead their part of the warm-up ready to fight!

Today we are going to look at the **space elements** of dance.

What does the concept of **space** mean in dance? This is where the dancer's body moves.
Here are some examples: **Level** (high, medium or low), **Size** (big or small movements), **Direction** (forward back, left and right), **Pathway** (moving from A to B e.g. straight, curved)

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

Levels:
   Low - press ups
   Middle - lunge
   High - star jumps

Size of movement
   Small movement- shoulder lifts
   Large movements - high knees

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Direction:
-   Face different directions
-   Travel in different directions e.g. forward back and side to side

Pathway (A to B):
-   Straight - stepping forward, backwards
-   Sideways - right and left e.g. grapevine
-   Free form - any pathway you would like to use

ACTIVITY 1: Using Space

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

Discuss with the children what would have happened during a battle.

How they could convey this in their dance?

2. Group Activity (on their own stages)

   a) Teacher to shake the tambourine and call out different actions for the children to perform

    e.g. Aeroplane, army crawl, side roll, march, run and duck, kneel, aim and fire etc.

Q&A: When performing these movements did you;

Change your **levels**? Run and duck (high to low) kneel (medium), crawl (low level)

Use different **pathways**? e.g Aeroplane- a curve, zig zag, straight pathway

Change your **size of movement**? e.g. hand gestures, whole body movements to create the aeroplane, focus on key body parts (stomach, knees, arms)

Change **direction** on your stage? Facing different areas of the stage, travel in different directions on the stage e.g forwards, backwards, side to side or diagonally.

ACTIVITY 2: The Battle

1. The next phase of the dance is the battle.

Group A : Are still the British soldiers fighting in the battle

Group B: Become the Nazi's fighting in the battle. E.g.

• Travel around like an aeroplane
• Army crawl along the ground into the trenches
• Roll along the ground
• Twist and turn and jump in the air

Children to remember to move in time to the music.

How can they show **space elements** in the battle?

Linking learning:
Children to think about the **dynamic elements** they can use in the battle and move with the music; e.g. aeroplane, fast and abrupt, army crawl, slow and heavy, twist and turn, sharp and strong
Children to try and use some **relationship elements** in their dance e.g **formation, unison, canon, matching and mirroring**.

ACTIVITY 3: Performance time

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.

What did they like about the performance?

Who had the most successful battle and why?

Can you describe the use of any **space, relationship and dynamic elements** in their dance?

3. Swap over.

Challenge:
Link all the dances together so far; 1. Starting positions, 2. Air Raid,
3. Declaration of War - Neville Chamberlain Speech, 4. The Farewell, 5. The Battle

COOL DOWN

Children to move around slowly in their favourite WWII movement

PLENARY

How did you use **space elements** to perform your dance?
What made a successful battle? Did you enjoy today's lesson?

PPP
PRIMARY P.E. PLANNING