

ROMANS DANCE LESSON 4

Year 3

Learning Intention : How can you dance in **'unison'** when performing a dance?

EQUIPMENT:

Track 4
Videos
Pompeii resource card
Tambourine

Yr 4

I can dance in unison with a partner/group

I can dance in unison with a partner/group performing a simple movement patterns

I can dance in unison with a partner/group performing a range of movement patterns, showing control

Yr 3 Key words: Unison, energy, canon, expression, feedback, formations, pathways

Yr 4 Key words: Improve, direction, choreograph, timing, fluency, mini coach, performance

STARTER

Discuss or read the Story of Pompeii – see the story of Pompeii resource card and/or watch the clip: <https://www.youtube.com/watch?v=YIZ4aSKT3mo>

(Please note this is an external link to PPP)

WARM UP: Hustle and Bustle

Recap with the class - what is **unison**? **Unison** is dancing at the same time

The children are going to **create** the hustle and bustle of a busy street in Pompeii, with everyone going about their daily jobs.

1. The teacher shakes the tambourine for the children to walk, skip, gallop or jump.
2. When the teacher bangs the tambourine, the children stop and explore their own movements for each of the professions called out:

Baker,
Painter,
Shoe maker,
Builder,
Market seller etc.

3. Teacher calls: **"UNISON; the SAME"** - children are to find a partner quickly, choose an action and try to move in **unison**.

"UNISON; the DIFFERENT" - children are to find a partner quickly, choose different actions and try to move at the same time.

ACTIVITY 1: Trades people

The children get into groups of 4 and are numbered 1 to 4. The teacher gives each number a profession:

1. Baker
2. Painter
3. Builder
4. Market seller

The children **create** 3 moves for their profession.

3. As a group, the children walk for 8 counts to the beat of the music, then perform their 3 moves (altogether at the same time - in **unison**).

ACTIVITY 2: Mount Vesuvius

1. In their groups of 4, the children explore movements to represent a volcano bubbling, spitting, smoking and erupting.
2. The children explore movements to represent an earthquake e.g.: cracking, breaking, rumbling, rigid positions and the ground becoming unsteady.
3. The children now choose 4-8 of their favourite volcano and earthquake movements to put together in one a dance sequence.

Extension:

The children make groups of 4-6 and explore and **create** their own movements.

Linking learning:

Can the children bring in both **unison** and **canon** into their dance?

Can they also think about using different **formations** e.g. side by side, square, diamond

ACTIVITY 3: Frozen in time

In their groups, the children **create** a frozen picture to represent the volcano covering up the people of the city and freezing them in time.

1. Each group member makes a frozen position as their profession.
(They can all help each other.)

TP: They can use their frozen position from Activity 1.

2. The group choose a **formation** for everyone to stand in and hold their positions as a moment in time.

Q&A: How can they move into this picture in **unison**?

Q&A: How did you show good **control**, **timing** and **fluency** when dancing?

ACTIVITY 4: Creating the story of Pompeii

In their groups, the children put together their movements from the warm-up and Activities 1-3 to re-tell the story of Pompeii.

1. Hustle and bustle – walking and weaving - profession moves (Activity 1)
2. Volcano and earthquake movements (Activity 2)
3. Frozen in time picture (Activity 3)

Q&A: When watching another group can you see where they have used **unison**, **canon** and different **formations**?

Challenge: The children can re-tell the story in their own way, creating their own movement ideas.

COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk to bring their heart rates down.

PLENARY

Did you enjoy being part of a story? What have you learnt about the story of Pompeii? How did you use **unison** in your dance?