

ECO WARRIOR DANCE (LESSON 4 & 5) Yr 5

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

Resources:

Music Track 1: Warm-up music
Music Track 5: Destroying the Planet (Imagine Dragons)
Music track 6: Earth Song by Michael Jackson
Ribbons, shakers, material, pom-poms etc.
Lyrics resource sheets – Earth Song

Yr 5

I can begin to translate ideas from a stimulus into a dance

I can translate ideas from a stimulus into a dance

I can translate ideas from a stimulus into a dance – and incorporate some relationship elements

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

Starter

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

For example: Music – Mood – Lyrics – Words.

The **stimulus** for this class is lyrics from the song 'Earth Song' by Michael Jackson.

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 others moves?

Mirror - Can you stand facing each other and mirror each others 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 and diamond.

Lyrics resource sheets – Earth Song

Bring the lyrics sheet up on the big screen, read and discuss the meaning.

Also discuss the imagery the children might create to bring the poetry to life.

Get the children into groups of 4-8 and hand out a different section of the poem to each group.

Allow time for each group to discuss how they will bring their section of the poem to life.

Give the children time to create a dance based on their poem.

Allow approximately 15 minutes.

TP: They do not have to represent the words exactly, but create drama/movement based ideas on its meaning e.g. a forest fire, chopping down trees, trapping animals, polluted seas, people pleading/crying for help etc.

Discuss all of the beautiful things on our planet we should be grateful for and need to save. E.g. trees, beautiful waters, mountains, animals, nature, etc. Make a list on the board as they are discussed.

As a class, explore how you might show some of these ideas with your body. Say aloud some of the ideas on the board and ask the children to find a space and attempt an action or movement for each.

E.g.: Be a... bird, flowing water, a rainbow, a tree etc.

ACTIVITY 3: Our Beautiful Planet

The children get into their groups from Activity 1.

1. They work on creating a moving picture of our beautiful planet. There might be the sea, creatures in the sea, trees, birds, the sun, a rainbow etc.

Each child takes on a role within the picture and the group work together to ensure everyone has a moving action and knows where to stand to create their picture.

TP: If you have ribbons, pom-poms, shakers, material etc that can be used as props, it would be advantageous to allow the children to make use of them.

**Linking Learning: Children are to think about the dance elements they have learned in the previous lessons and how they can use these in this dance.
E.g. Relationships, Space and Dynamics.**

ACTIVITY 4: Performance Practice

Suggested Music: Track 5/6

Music: You may choose to alternate between track 5 and 6 or use one piece of music for ease.

The children practice and link together:

Activity 1: Destroying our Planet Dance (track 5)

Activity 2: Saving our Planet Dance (track 6)

TP: Allow plenty of time – approximately 20 minutes. Remind the children each dance now needs to connect from one to the other.

Music: You may choose to alternate between track 5 and 6 or use one piece of music for ease. Each group takes it in turn to perform both of their dances together. It is important this is done separately in order to focus on the stories being told.

Teacher to count the groups in to the music.

Children can be mini-coaches and give feedback to the performers.

What did they like about the performance? Had they planned it well?

Did they have a clear story? Message? Order?

What elements did they use in their dance? (**Relationships, Space and Dynamics**).

Swap over.

COOL DOWN

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

PLENARY

Did you enjoy creating your own Eco-Warrior dance? What important messages have you learnt? What will you now tell others? Tell me one or two ways as to how you are going to become Eco-Warriors.