

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

Yr 6

I can show some 'space' elements in my dance.

I can show a variety of 'space' elements in my dance.

I can incorporate a variety of 'space' elements and perform with confidence, control and fluency.

Resources:

Suggested music: Track 1, 2

- Unihoc/ hockey sticks (ensure they use hockey sticks controlled and safely)
- Balls
- Hoops
- Throw down strips

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

Yr 6 Key Words: Transition, contact, proximity, complement, contrast, continuous, robotic, acceleration, deceleration, communicate.

Awareness of space through warm up

In groups of four, create an aerobic dance warm up. Today we are going to recap the **space** element of dance.

What does the concept of **space** mean in dance? This refers to **WHERE** the dancer moves. Here are some examples: **Level (high, medium or low)**, **Size (big or small movements)**, **Direction (e.g 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 - squat thrusts.
- Middle - lunges.
- High - star jumps.

Size of movement:

- Small movement - shoulder lifts.
- Large movements - high knees.

Direction:

- Face different directions.
- Travel in different directions; e.g. forward or back and from 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: Opposites freestyle

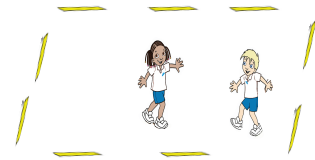
1. Freestyle- Opposite your partner - as a dance off- to show different ways of showing....

Different levels- If your partner goes high, you must go low.

Size of movement - If your partner does a big move, you must do a small move.

Direction- If your partner goes right, you must go left!

2. Repeat this again, this time with a prop.



ACTIVITY 2: Pathways

1. Children to get back into their groups of 4. They are to explore making sounds and moving using different pathways, examples below:

Pathway (A to B):

- Straight- Stomping forwards in a follow my leader line.
- Sideways - Sliding in opposite directions, one behind each other.
- Free form- Any pathway you would like to use e.g crossing paths with each other.
- Circle- Moving in and out of each other, making clapping and stomping sounds together.

ACTIVITY 3:

Track 2

1. Children to now create a short dance sequence in their fours - with or without props.

Children to think about the use of **space** in their dance. Can they show different directions, levels, pathways and size of movement?

Space elements they can use:

Levels- e.g. kneeling, turning, stepping.

Direction- Encourage children to face and travel in different directions.

Size of Movement- Can their actions have larger and smaller movements?

Pathways- Different ways of traveling- circles, lines, free form.

Linking learning: Remind children of relationships and **dynamic elements** to incorporate into their dance.

ACTIVITY 4

Track 2

1. Children to now join all 3 dances together...
Lesson 2 paired dance, Lesson 3 group props, Lesson 4- group **space** dance.
2. Split the class into two. One half to dance and the others to watch.
3. Children can be mini-coaches and give feedback to the performers.
What was their favourite act and why? Who used the prop well?
Can you describe the use of **space** in their dance?
4. Swap over.

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

How did you show **space** in your dance?
What did you enjoy the most about using a prop?
What have you learned about performing with a prop?
How did you use **space** to perform your dance?