

Resources:

Track 1

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

Yr 5

I can begin to show some 'relationship' elements in my dance.

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

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

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

Warm up and intro to relationships

Track 1

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

Children to get into groups of 4, then each is to lead a part of the warm-up, ready to fight.

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

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are some examples: **Matching and mirroring, unison and canon and formations.**

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?

Linking learning: During gymnastics in Year 4, you performed matching and mirroring balances.

Unison and canon:

Unison - Dancing at the same time.

Canon - Like a domino - one after another.

Linking learning: We learned about unison, canon and formations in Years 3 & 4. We also use these in gymnastics.

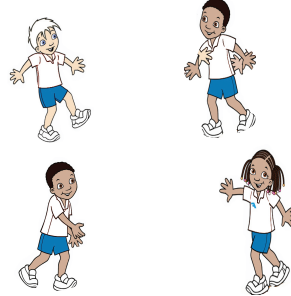
Formations: How many different formations can you use? For example, side by side, square and diamond. Recap of prior learning from Year 4.

ACTIVITY 1: Stomp and sounds

Q&A : What is stomp? Stomp is a focus of using the body to make sound where rhythm becomes a language.

1. In fours - Children to come up with 4 sounds using their bodies.

e.g.
Pat hands,
Stomp, jump,
Clap,
Hop,
Drag feet,
Pat the floor.



2. Children to now add a different **relationship element** to each sound e.g.

Formations: e.g. Stomping feet in line side by side, clapping in a circle.

Unison: e.g. Patting hands on the floor in the same rhythm.

Canon: e.g. Stamp and lean out to the side one behind the other (alternate right and left)

Mirroring: e.g. Mirroring each others sounds and movements.

Matching: e.g. Matching each others actions (this could be done in unison or canon)

ACTIVITY 2: Performance time

1. Split the class into two. One half to dance and the others to watch.
2. Teacher to spread out the groups and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers.

What did they like about the performance?

What **relationships elements** did they use in their dance?

4. Swap over.

COOL DOWN

Children to move around slowly and perform some stretches to slow music. h

PLENARY

*What did you enjoy about making up your dance? What does the concept **relationship** mean in dance? How have we used it today?*