

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

Equipment:

MUSIC: Track 1

Yr 6

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

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

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

**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.**

## Warm up and relationships

Suggested Music: Track 1

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

We are going to recap the **relationship element** of dance and add some new ones: **Contact, proximity, complement and contrast.**

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are some examples below;

### 1. Can you try and add each of these into your 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? For example, side by side, square & diamond.

**Contact:** What moves can you support each other with when warming up?

**Proximity:** How near or far are you from each other?

**Contrast:** Opposite movements to each other.

**Complement:** Actions might be different, but look good together.

## ACTIVITY 1:

**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.	Clap,
Pat hands,	Hop,
Stomp, jump,	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.

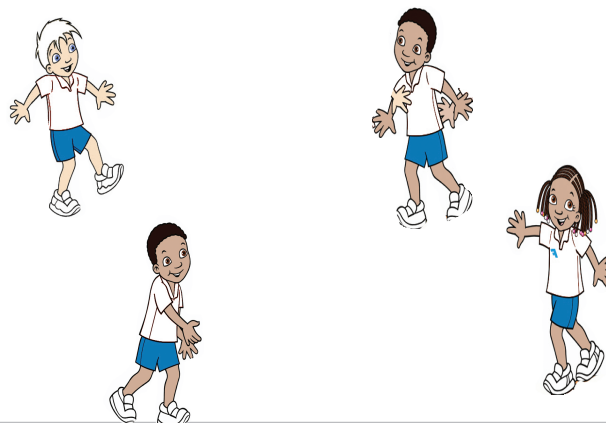
**Matching:** e.g. Matching each others actions (this could be done in unison or canon)

**Contact:** e.g. clapping hands with someone else.

**Contrast-** e.g. Different rhythms at the same time- (this could be unison or canon)

**Complement:** e.g. Similar rhythms happening at the same time.

**Challenge:** To add a **transition** to each new rhythm and formation e.g. stamp to the next position, turn and clap to the next position, roll or slide the next position.



## ACTIVITY 2:

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** did they use in their dance?

4. Swap over.

### COOL DOWN

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

### PLENARY

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