

# EGYPTIANS DANCE LESSON 2

Year 3

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

Yr 3

I can sometimes dance in canon when performing with a group

I can dance in canon when performing with a group

I can dance in canon with a group performing a range of movement patterns

EQUIPMENT:

MUSIC:

TRACK 2:

Pyramids and Sculptures

TRACK 5: Warm-up

Fast Egyptian Beats

Pictures

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

## STARTER

Watch the video clip below and discuss how and why the Egyptians built the pyramids:  
<https://www.youtube.com/watch?v=DkIFWjDJMzA>

**(Please note this is an external link to PPP)**

## WARM UP

TRACK 5

**Q&A:** What is **Canon**? **Canon** is when people perform the same or different moves one after the other.

Children in pairs

They each take it in turns to become the leader and **create** an energetic warm-up that increases their heart rate.

One child is the leader, while the other follows in **canon**.

Possible moves include star jumps, lifting knees up, burpees, running on the spot etc.

Switch over the leader.

Teacher then shows an example of different types of **canon**. Get into groups of four:

1. All crouch down then they stand up one at a time in a star shape (same move)
2. Repeat again showing a different shape when they stand up (different move)

## ACTIVITY 1: Egyptian sculptures

TRACK 2  
Pictures 1 & 2

### 1. Discuss with the children that most Egyptian art work used to be of Gods, Pharaohs and important symbols.

Show the children the Egyptian art work and sculptures pictures 1 & 2 as examples.

### 2. The children get into pairs: one person is the sculptor and the other to be a sculpture.

**The sculptor** gently taps or manipulates their partner's limbs or joints to **create** a sculpture pose.

**TP:** The sculpture could start sitting, standing neutral or in a tight ball, with head and feet tucked in (starting as a ball/block of stone.) The sculptors then **create** a pose they are happy with.

Note this is moving in **canon**; a) the sculptor taps first; b) the sculpture moves after.

### 3. Swap roles and repeat with a different picture.

**TP:** Teacher could set up an art gallery, with half the class as sculptures (frozen) and the other half as sculptors, walking around and admiring the work.

**Make it easier:** The children choose poses from the pictures (the teacher could have these on a rolling Powerpoint or as flashcards).

**Make it harder** The children can **create** more complex sculptures.

## ACTIVITY 2: Building the pyramids.

TRACK 2

### 1. The children work in their pairs to explore collaborative building actions;

Can they try this in **unison**? (at the same time) - Recap of prior learning

Can they try this in **canon**? (one after the other)

Cutting (pushing and pulling)

Hammering (alternate swings)

Pulling ropes (to lift or pull the blocks of stone)

Passing and piling (rocks/stones between them or on top of each other)

Measuring the stones

### 2. The children select their 4 favourite moves and practise refining these with their partner.

**TP:** Encourage use of body tension and facial **expressions** to convey strength, effort and exhaustion.

## ACTIVITY 3: Completing the Pyramids

The children get into a group of 4-6 to create pyramids with their bodies.

1. **Columns:** focus on being strong, upright, supportive shapes or balances.
2. **Triangles:** stretched, connecting lines, connecting hands, shapes or balances.

Can they connect one at a time in **canon** to create their building?

**TP:** Be careful to discuss safety, especially when balancing.

## ACTIVITY 4: Performance

1. Split the class into audience and performers to share some of the work **created** in today's lesson. The children may want to share their building dance or their pyramid shapes.
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, OR film the **performances** and give **feedback** after they have watched it back.  
What was your favourite building dance/pyramid?

Which pairs and groups worked well together to using **canon** to **create** clear building actions and pyramid shapes?

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

Did you enjoy being a builder and **creating** your own pyramid?  
How did you using **canon** make your dance effective?