ROMANS DANCE LESSON 1   Year 3

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

Yr 3
I sometimes show simple formations when performing
I can show range of formations when performing
I can perform a range of formations when performing with some control

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

Note: This may take more than one lesson.

WARM UP:

Music:
Track 2 – Gladiator Fight

Based on the physical exercises used by Roman soldiers to keep fit - marching steps, burpees, star jumps and swimming arm-actions.

Children to get into Roman soldier groups of 5-6, to each lead their part of the warm-up ready to fight!

ACTIVITY 1: The Roman 'testudo' or tortoise attack formation

Music: Track 1- Battle March
See Video 1

Today we are learning **formations.** This is **WHERE** you stand in the space in relation to others e.g. side by side, square, diamond, circle, facing each other, one behind another.

See **Testudo** picture – show to the children and discuss.

The Romans march on the spot and in straight lines to gradually create **tortoise formations** with shields to block an attack.

Explain to the class that they are going to spilt into two groups of 16 (or as near to this as you can) to create two tortoise **formations** (first without music, then with).

Step 1: The children march alone (spread out in a space)

Step 2: The children join a partner and march side by side (or 3s if odd numbers)

Step 3: Two pairs join to march in a line of 4 (5 if odd numbers)

Step 4: Two lines of four join, marching one line behind the other to make a group of 8

Step 5: Two groups of 8 join to march in a square formation of 16

Step 6: Children then create a protective shield or shell, by holding the palms of their hands flat above their heads and out to the front and sides.

ACTIVITY 2: Romans Attack!

**Music: Track 1- Battle March**

Try without music, then with.

1. Split the class into two groups. One is the Roman Army in the tortoise **formation** in the middle - while the other group becomes the Ancient Britons.

2. Put 4 different coloured cones on each side of the room. The Britons start at one of the coloured cones. As the teacher calls out the next colour, the whole group moves to the colour cone e.g red cone. ALL Britons move to the red cone facing the Romans as if to attack!

3. The Romans change direction in the middle of the hall, in the tortoise **formation**, with quarter or half turns to face the Britons, as they move to each cone (as if to block them.)

4. Swap over

ACTIVITY 3: Roman Soldiers

MUSIC:
Track 2 – Gladiator Fight

1. Learn 5 Roman soldier attack fight moves: **(see video 1)**

2. Learn 5 Roman defence fight moves: **(see video 2)**

3. The children now get into pairs facing each other and put the attack and defence fight moves together: **(See video 3).**

One is the attacker and one is the defender
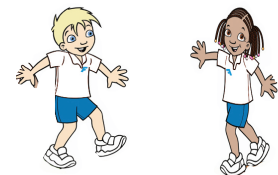
Challenge: Create own movements. Practise a more fluid sequence of attack and defence movements happening at the same time. Emphasise the need to start slow. Talk through the movements and **timing** first to avoid injury.

Q&A: What **formations** are they using here? E.g. facing each other.

1. Split the class into two. One half to dance and the others to watch, or, if time allows, individual groups can show their **performance**.

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**? Who had a fluid attack and defence sequence?

Q&A: What different **formations** did you use today?

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 Roman solider?
What did you learn about how Romans fought and invaded?
What was important to show in your dance?

PPP
PRIMARY P.E. PLANNING