

# ROMANS 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 simple movement patterns

EQUIPMENT:

Track 1: Warm up  
Track 2: Gladiator Fight

Gladiator video clips

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

## STARTER

What is a Gladiator?

1. Watch the video clip about The Colosseum and Gladiators:

<https://www.youtube.com/watch?v=laGXTKsMrm0>

2. Discuss the idea of the Colosseum and the idea of a show/tournament.

Explain that the Gladiators were very famous. People had their favourites and went to cheer them on.

## WARM UP

Track 1 - Warm up

**Q&A:** What is **Canon**? One after another- like a domino effect

Children in pairs.

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

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

Moves they could use are star jumps, lifting knees up, burpees, running on the spot etc.

Switch over the leader.

What does your Gladiator look like? What do you wear? What are you famous or liked for; e.g. the best lion slayer, the strongest, the funniest, the most athletic! What weapons/special skills do you have?

1. The children get into groups of 6 and make a circle (to represent the Colosseum).
2. In **canon**, each child takes it in turn to come into the middle of the circle and perform their own 'Gladiator procession.' Can you show-off your best Gladiator walk, poses and skills?

An example; strutting walk, wide stance and hands on hips; wide stance and punching arm into the air above the head; showing off muscles while waving and gesturing to encourage the crowd to cheer.

**TP:** The rest of the group can clap and cheer (becoming the crowd so they are still part of the dance).

## ACTIVITY 2

**Part 1:** The children practise their Roman Attack and Defence fight dance (from Lesson 1). This time in their group of 6, stand in two lines facing each other (**defenders** on one side and **attackers** on the other).



Defenders

Attackers

Attackers move first followed by defenders (**Canon**)

**Part 2:** The children now start in a circle and perform their Gladiator procession from Activity 1. They then move into their lines for their attack and defence fight.

The class sits in a large circle, just like they would in a Colosseum to watch **performances**.

1. One of the groups comes into the middle to show their Gladiator walk and poses followed by their Roman attack and defence fight.

The audience cheers at the end of the **performance** as if they are the crowds.

Children can be **mini-coaches** and give **feedback** to the performers. What did they like about their **performance**? Who was the strongest or more entertaining Gladiator?

Did they show **canon** in their dance?

Each group has a turn.

#### COOL DOWN

Children march around the room, changing the speed of travel from a fast to a slow to bring their heart rates down.

#### PLENARY

Did you enjoy being part of a Roman Colosseum?  
What did you learn about The Colosseum and Gladiators?  
How did you show **canon** in the dance?