

ROMANS DANCE LESSON 3

Year 3

Learning Intention: How can you vary your 'levels' when performing a dance?

EQUIPMENT:

MUSIC: Tracks 1 & 3
Video

Yr 3

I can sometimes use three different levels in a dance (low medium, high)

I can use three levels in a dance (low medium, high)

I can perform using two different levels with a partner/group

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

WARM UP

Suggested Music: Track 1

Q&A: What are **levels**? **Levels**, in dance, is how we use different heights in the space.

Low level: e.g. these **levels** are no higher than crawling under a fence.

Medium level : e.g. this **level** is at waist height.

High level: e.g. movements of elevation (jumping) and reaching high.

The children get into small groups and **create** their own aerobic warm-up.

Everyone in the group takes it in turn to lead a warm-up move. Can you all stand at different **levels** for each move?

Remember the warm-up move has to help increase the heart rate (a pulse raiser).

ACTIVITY 1: Roman sculptures

See Video

The children get into pairs: one person is the **sculptor** and the other to be a **sculpture** and move in **canon**.

Stage 1: The sculptor gently taps or manipulates their partner's limbs or joints into different positions.

Stage 2: The sculpture could start sitting in a tight ball, with head and feet tucked in (starting as a ball of stone). The Sculptors then create a pose they are happy with.

Stage 3: Swap roles and repeat.

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.

ACTIVITY 2: Building

Q&A: What actions are you making at different **levels**?

- The children work in pairs to **create** a simple sequence based on collaborative building actions;
 - Sawing (pushing and pulling)
 - Hammering (alternate swings)
 - Pulling ropes (to lift heavy wood and rocks etc)
 - Passing (rocks, stones, wood between each other)
- Co-ordinate timing of movements with your partner in **unison** (at the same time).
 - Select favourite moves, practise and refine movements together in **unison**.
 - Use body tension and facial **expression** to convey strength, effort and exhaustion.

ACTIVITY 3: Towns and Structures

LEVELS: Remember low, middle or high moves. What building/structures should be at what **level**?

The children get into groups of 4-6 (joining their pairs together) to **create** different buildings and structures:

- Columns:** focus on a strong, upright supporting shape or balance.
The group should move into their shape at the same time – in **unison**.
- Arches:** smooth, curving shapes (e.g. body arching backwards or forwards; leg and arm lifted to the front and curving forwards)
- Bridges:** horizontal, stretched shapes (e.g. standing on one leg with raised leg, body and arms, stretching along a horizontal plane)

Children to then use these ideas to **create** 3-4 of their own buildings/structures, moving smoothly (**energy**) from one to the other.

TP: Work together in **unison** (at the same time) as a group into each shape, so that each move is together, strong and balanced.

1. Split the class into two. One half to dance and the others to watch.
Or, if you are performing as a whole class, you might choose to film it so everyone can watch it back.
2. Teacher spreads out the groups and counts them in to the music.
3. Children can be **mini-coaches** and give **feedback** to the performers
OR give **feedback** after they have watched it back. What was your favourite building/structure? Which pairs and groups worked well together to **create** clear building actions and buildings?

Q&A: Why were **levels** important in today's lesson?

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 building and **creating** your own town/empire?
What did you learn about **levels** when dancing?