# ROMANS DANCE LESSON 6     Year 3

Feasts and Festivals: This may take more than one lesson.

Learning Intention : How can you perform with **timing**, **expression** and **energy** in your dance?

Yr 3
Begin to perform a with a sense timing, expression and energy
Perform with timing, expression and energy
Perform with a good sense of timing, expression and energy

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

## Starter:  Energy

The children will be using different dynamic elements (**energy, expression and timing**) throughout this lesson.

1. Children to explore walking around at different speeds. Teacher to call out the following:
   Very slow, slow, medium, fast and very fast.

2. Children to explore walking around with different **energy**. Teacher to call out the following;
   **Light, soft, relaxed, flowing, smooth, lively, strong, sharp, powerful, energetic, robotic.**

Children to think about the use of these words throughout the activities in today's lesson.

## WARM UP:  The Feast!     Track 6: The Feast

The children are going to explore movements for people they would find at a Roman Feast (remind children to think about **HOW** the people would move):

1. The teacher gives a movement for each of the people you might find at a Roman feast:

**Masters:** Lying down and eating - relaxed and slow movements

**Slaves:** Holding a tray and bowing - strong movements

**Dancers:** Turns and jumps - flowing, smooth and energetic movements

**Musicians:** Playing an instrument - sharp and lively movements

3. When the teacher pauses and calls out either; master, slave, dancer or musician; the children perform the moves.

4. The teacher starts the music for the children to continue moving around.

## ACTIVITY 1: The Feast!

Children to watch the feast video. Can they use the words from the warm up to describe **HOW** each person moves?

1. The children get into groups of 4 and are numbered 1 to 4 by the teacher.

2. The teacher gives each person a number at the feast:

1: Master
2: Slave
3: Dancer
4: Musician

3. The children create their own Roman Feast Scene with each person moving and interacting with each other.

**Linking learning:** Children to think of everything they have learned so far; e.g. **unison**, **canon**, **levels**, **formations** and **pathways.** How can they add this to their dance?

## ACTIVITY 2: The Roman Festival!

1. Children learn the dance sequence 'Roman Celebration' (see Video).

2. Children get into groups of 4 and practise the sequence together.

How can they convey these movements of celebration e.g. showing honour, being proud and happy.

**Extension**: Children can add some of their own movements to the 'Roman Celebration' dance.

**Challenge:** Children create **all** of their own 'Roman Celebration' sequence instead of using the Video.

## ACTIVITY 3: The Roman Feast and Festival!

**Music:**
Track 6 – Roman Feast dance

Track 7 – Roman Celebration dance

1. The children get into their groups of four and practise linking their 'Roman Feast' dance (from Activity 1) into their 'Roman Celebration' dance (from Activity 2)

## ACTIVITY 4: The Final Show!

Track 6 – Roman Feast dance

Track 7 – Roman Celebration dance (full track used)

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. **Q&A:** What did you like about their **performance**? Did you see the use of **pathways** in their dance? Children to be **mini coaches** and give **feedback** to help improve their **performance**.

Who had clear **energy, expression and timing** to show their characters?

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 part of a Roman feast and festival?
How did you work together to make a **performance**?
How did you show **energy, expression and timing** in your dance today?

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PRIMARY P.E. PLANNING