

ROMANS DANCE LESSON 5

Year 4

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

Yr 4

I can show range of pathways when performing

I can perform a range of pathways when performing with some control

I can perform a range of pathways when performing with control and fluency

EQUIPMENT

MUSIC: Track 5 –
Thor Ragnorok Theme

Roman Gods/
Goddesses picture cards

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

Yr 4 Key words: Improve, direction, choreograph, timing, fluency, mini coach, performance

STARTER: Roman Gods

Show the children the pictures of each God/Goddess and discuss them.
Who they are, what their powers are.

WARM UP: Hustle and Bustle

Recap and revisit **pathways**.

Q&A: What are **pathways** in dance? **Pathways** are the lines or patterns traced in space by the dancers as they move. They can be straight, curved, zigzag, circular, diagonal, etc.

1. On their own, the children walk, skip, jump, gallop around the space.
2. When the teacher says the command words (see below), the children explore their own movements and different **pathways**:
 - Thunder
 - Lightning
 - Sea
 - Storm
 - Fire
 - Hunting
 - Destruction etc.

The children get into pairs to explore 2 or 3 of the Gods/Goddesses from the list below, creating 3-5 movements for each in **unison**:

Jupiter: King of the Gods and God of thunder and lightning

Neptune: God of the sea and earthquakes

Diana: Goddess of hunting, archery and animals

Ceres: Goddess of the harvest/food

Pluto: God of the underworld – fire, wealth, money, destruction

TP: Allow the children plenty of time to explore and **create**
(approximately 15 minutes)



How can the children show different **pathways** when performing each God?

Encourage children to perform with **fluency, expression** and **control**

ACTIVITY 2: Creating your own God/Goddess

Track 5: Thor Ragnorok
Theme

1. In their pairs, the children choose their favourite God/Goddess and **create** a longer dance sequence of 4-8 movements in **unison**.

Challenge:

2. The children **create** their own God/Goddess not already explored.

3. Discuss what their God/Goddess looks like?

What are they God/Goddess of?

What is their weapon?

What is their special power?

Remember to use different **pathways!**

They **create** a dance sequence of 4-8 movements to represent their chosen God/Goddess in **canon** and **unison**.

ACTIVITY 3: Parade of the Gods/Goddesses

Track 5: Thor
Ragnorok Theme

1. Split the class into two:

ROMANS: One half to be the Roman people who are kneeling, praying and calling to the Gods/Goddesses

GODS : The other half to be the Gods/Goddesses who appear to the people (and perform their dance sequences.)

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**.

2. 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 God/Goddess?

What have you learnt about **pathways** when performing your dance today?

