

# DANCE LESSON 3

Year 6

Learning Intention: How can you use a **stimulus** to perform a dance?

Yr 6

I can translate ideas from a stimulus into a dance.

I can translate ideas from a stimulus into a performance and incorporate some dance elements.

I can translate ideas from a stimulus into performance and incorporate a variety of relationship elements.

Resources:

Suggested music:

Track 1

- cones
- unihoc/ hockey sticks (ensure they use hockey sticks controlled and safely)
- balls
- Hoops
- throw down strips
- Anything that makes a sound

**Yr 5 Key Words: Relationships, space, dynamics, elements, matching, mirroring, energy, speed, flow, collaborate, stimulus.**

**Yr 6 Key Words: Transition, contact, proximity, complement, contrast, continuous, robotic, acceleration, deceleration, communicate.**

**STARTER: What is a stimulus?**

1. **What is a stimulus?** A **stimulus** is something that inspires you to choreograph a certain dance. For example: Music – Mood – Lyrics- Theme- Props.

The **stimulus** for this lesson is 'props.'

2. Share the video: <https://youtu.be/FarX0Wuoq3k?si=WpCneZUHH4KYxM5S>  
(Please note this is an external link to PPP)

3. Discuss what props were used and how they were used.

4. **Linking learning:** what **relationship and dynamic elements** did they use?

**Warm Up**

**Suggested Music: Track 1**

Children get into their groups from last lesson. Can they revisit and recap their warm up? Remind them to think about the **relationship elements** in their warm up.

**Matching and mirroring:**

Match - Can you stand side by side and match each others moves?

Mirror - Can you stand facing each other and mirror each others moves?

**Unison and canon:**

Unison - Dancing at the same time.

Canon- Like a domino - one after another.

**Formations-** How many different formations can you use? e.g. side by side square, diamond.

## ACTIVITY 1: Add some props

Groups of 2 from last lesson to now form a group of four. Each child to take a prop provided for this activity.

Props that can be used...

- Cones
- Unihoc/ hockey sticks (ensure the hockey sticks are used under control and safely)
- Balls
- Chairs
- Throw down strips
- Anything that makes a sound e.g. buckets, saucepans, bowls e.tc...

### 1. Explore the different rhythms and sounds they can make when using the props.

## ACTIVITY 2: Double the sound. Recap and revisit dynamics (speed)

### 1. In fours, how can they make sounds together using props?

Children to focus on the **dynamic element Speed** e.g...

One child to tap/hit/shake their prop half time and one child to tap/hit/shake their prop double time.

2. Children to continue to vary their speed between each other- Can they come up with new speeds and times together?

## ACTIVITY 3: . Recap and revisit dynamics (energy)

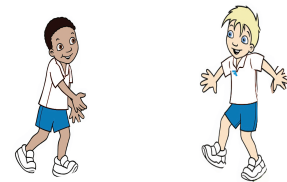
### 1. Can they use different energy to create sound using their props?

Children to focus on the **dynamic element energy** e.g...

Can they use their prop to make loud, powerful sounds (**high energy**)? e.g bang, hit loudly

Can they use their prop to make quiet, soft sounds (**low energy**)? e.g tap, shake, rattle, slide

### 2. Combine low energy and high energy.



**Challenge:** Can you vary uses of flow in your dance sequence e.g. which sounds can be **continuous** which sounds can be stop start - where could you put pauses into your dance?

## ACTIVITY 4: Add some props

1. Create/choreograph a short dance sequence using their props (use ideas from activity 2 and 3).

### Linking Learning:

Children to try and incorporate **elements of dynamics** from lesson 2 ( **speed, energy and flow**)

Children to also think about the **relationship** elements they can add into their dance: **Formations, Matching, Mirroring, Unison, Canon, Proximity, Complementing, Contrasting.**

2. **Challenge:** Children to link their paired dance from last lesson and to include into their groups of 4 props dance.

## ACTIVITY 5: Performance

1. Split the class into two. One half to dance and the others to watch.
2. Teacher to spread out the duos and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers.

**Who had clear movements?**

**What dance elements did you see- **dynamic and relationships** ?**

**Were you successful in using the **stimulus** 'props' to create/choreograph your own dance?**

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

How did you use the **stimulus** to create your own dance, and incorporate the dance **elements**?