

Learning Intention: How can you use different dance elements when performing?

EQUIPMENT:

Tracks 1 - 4

Yr 6

I can show some dance elements in my performance (Space, Relationships, Dynamics)

I can show a clear use of dance elements in my performance (Space, Relationships, Dynamics)

I can show a variety of dance elements in my performance with confidence and clarity (Space, Relationships, Dynamics)

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

WARM UP

Track 1 Warm up music

Recap of prior learning:

1. Children to discuss with their group and be ready with three battle poses from last lesson.
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1 or POSE 2, the children FREEZE in that pose.

Rules of the game:

They must use a **space** or **relationship elements** with their partner:

Space: Can the children use different levels, directions, or size of movement to their partner

Relationships: Which of the movements could include either **matching/mirroring?**

Can they use different **formations** on the pose e.g. back to face, face to face, side by side.

Contact, complement, contrast and proximity

1. The next phase of the dance is the mourning the fallen soldiers.

Group A and B now combine as one group

Ideas for mourning the fallen:

Taking the fallen soldier/soldiers from the trenches or battle field

- March up to the fallen
- Respectfully kneel and salute
- Carefully lift and lay down the fallen soldiers

b) A procession to bring them home

March around together using different pathways and directions
Be the aircraft bringing the fallen home

c) Tribute to the fallen:

Laying the flag over the coffin
Aiming a gun into the air and firing
Stand side by side; show an action of respect - salute, arm across chest, taking hats off

Relationships - unison, canon, matching, mirroring and formations

Space - levels, directions, pathways or size of movement

Dynamics - the **speed, flow and energy** will naturally change depending on the action

Children to perform the '**mourning**' part of the dance together

1. Each group to perform their dance.
2. Children can be mini-coaches and give feedback to the performers.

Who told a story the best?

Did this make you feel emotional and why?

Who had clear movements and good use of **Space, Relationships and Dynamics?**

COOL DOWN

Children to move around slowly and stretch out their muscles

PLENARY

What did you enjoy about today's lesson? How did you show the different **elements?**