

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

**EQUIPMENT:**

mats, music.

Yr 5

I can begin to show some 'dynamic' elements in my dance.

I can show some 'dynamic' elements in my dance.

I can show a variety of 'dynamic' elements in my dance.

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

## STARTER: Viking Gods.

### Starter: Viking Gods/Goddesses

1. Watch the video: <https://www.youtube.com/watch?v=8WbGEXzZgbY>  
(Please note this is an external link to PPP)
2. Discuss each god/goddess and what they represented. Also how the Vikings believed in the Nordic Gods.

## Warm Up and introduction to dynamics.

**Suggested Music: Track 1**

In groups of four create an aerobic dance warm up:

We are going to look at the **dynamic** element of dance.

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, acceleration/deceleration, low energy/high energy, strong/light, flowing/sharp.

### 1. Can you try and add each of these below to your warm up?

#### **Energy**

**Low energy** - smooth movements - arm circles, walking slowly, shoulder movements.

**High energy** - strong powerful movements - sprinting fast, star jumps.

#### **Speed**

**Slow** - move in slow motion.

**Fast** - move double time.

**Acceleration /deceleration** - slow to fast or fast to slow.

#### **Flow**

**Robotic** - short, sharp movements.

**Continuous flowing smooth movements** - swinging arms, twisting, turning.

The children get into pairs to explore 2 or 3 of the gods/goddesses from the below list, creating 3-5 movements for each:

Encourage the children to use the different dynamic elements (**energy, speed and flow**) for each god e.g.

**Odin:** The greatest and ruler of Asgard. All who die in battle belong to him. Ravens talk to him and they are his spies and extension of him. He goes to sleep to regenerate which is when mischief happens. **Dynamics-** High energy, fast speed, abrupt flow.

**Thor:** Son of Odin. God of war, thunder and lightning. He rode over clouds in a chariot pulled by goats. Dynamics- High energy, fast speed, abrupt flow.

**Frost Giants:** Live in Jotenheim. They are huge, humanoid giants. All they want is war and to take over the lands. The *Gods spend their time stopping them*. **Dynamics-** High energy, fast speed, abrupt flow

**Loki:** Son of the king of the Frost Giants (but always thought he was Odin's son and brother to Thor.) He is a trickster God. He takes many different shapes & people's forms (a shape-shifter.) He always tries to be better than he is, but his anger stops him. He wants to cause chaos. The Avengers were formed because of Loki. His threat was so big, Thor couldn't do it himself. **Dynamics-**Medium energy, acceleration/deceleration speed, continuous flow.

**Freyja:** Goddess of wealth and harvest. Has power over the rain and Sun. Brings good fortune, happiness and peace. She flies on a Valkyrie (female Pegasus winged horse.) Freya and the Valkyrie can see death approaching. They are angels and transport people to Valhalla when they have died in battle. **Dynamics-**Low energy, slow speed, continuous flow.

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

**Linking Learning:** Children think about the use of **Space (pathways, levels, directions and size of movement)**

## ACTIVITY 2: Creating a God

## MUSIC: TRACK 4

In their pairs, the children create ONE Viking god/goddess between them. They must come up with:

- a) A name
- b) A weapon
- c) A power/s
- d) A dance to represent all of the above.

Children to think about the **Dynamic** elements when creating their god. Does your God/Goddess move fast or slow, robotic or smooth, strong or gentle?

### Space elements they can use:

**Levels**- e.g. one child low and one child high.

**Direction**- Encourage children to face and travel in different directions.

**Size of Movement**- Have larger and smaller movements.

**Pathways**- Travel to different places in the room as one God/Goddess.

### Relationship elements they can use:

**Mirroring**: Could you be opposite each other?

**Union**: Working as one god at the same time.

**Contact** - Different ways of making **contact** with each other to create their one God/Goddess.

## ACTIVITY 3: Performance

## MUSIC: TRACK 4

1. Spilt the class and spread out the pairs to perform half a class at a time.

2. The other children can be mini-coaches and give feedback to the performers. Could they clearly see what god/goddess they were? Can you describe the actions you saw? What was your favourite performance and why?

Q&A: What **dynamic** elements did they see when the gods were performing e.g. **energy, speed and flow**

3. 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?  
How did you show a variety of **dynamics** in your dance?

