

PE UKS2 Unit 21&22

Dance activities 5&6

At the Olympics



Lesson 1 At the Olympics

 **40 mins**

Learning objectives

Children should learn:

- to explore and improvise ideas for a dance in the style of the ancient Greek Olympics;
- to create and structure motifs and phrases;
- to use basic compositional principles to combine movement ideas fluently and effectively;
- to show an understanding of why it is important to warm up;
- to prepare effectively for dancing;
- to describe, analyse, interpret and evaluate dance;
- to refine and develop their own and others' work.

Success criteria

Children:

- respond to a range of stimuli, improvising freely using a range of controlled movements and patterns;
- compose sword fighting motifs and develop them to make dance phrases;
- explore, improvise and choose appropriate material to create new motifs that communicate their dance idea in a chosen style;
- use exercises that stretch and tone their bodies and help them prepare for dance;
- use appropriate dance terminology to identify and describe different styles in their own and others' dances;
- comment on what works well and explain why.

National Curriculum Attainment targets

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance;
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Vocabulary

canon, communicate, contrast, copy, direction, expression, freeze, good quality movement, high, improvise, level, low, middle, mirror, mobilise the joints, motif, muscles, pace, phrase, rotate, space, stretch, turn

Resources

- Stimuli: pictures of the ancient Olympics taken from a variety of books (e.g. *Greeks* by Rachel Wright, published by Franklin Watts); posters of modern day Olympics
- CD tracks 6 & 7
- CD player
- **Interactive CD Image Gallery: page 2, Good quality movement**

Warm-up

 15 mins

- Ask the children to sit in a circle. Tell them about good posture and ask if they are sitting up with straight backs. Show the pictures of the ancient Olympics and read out the summary of the dance. Which sports are still included in the modern Olympics?
- Ask the children to stand up, keeping their backs straight. Ask them to sit down and stand up again – keeping their backs straight – without using their hands. Watch them concentrate on their movement. Praise thoughtful movement and choose children to demonstrate good quality movement.
- The following warm-up ideas can be used at the start of every lesson. As the children become more used to the warm-up, vary the activities or ask the children to make up their own sequence based on these movements. Make sure that you oversee the warm-up and that the exercises are safe.
- Ask the children to stand in a space and shake their hands and legs. Tell them to walk around the dance area, keeping in a space all the time. When you call out ‘freeze’ the children should stop in a space. When you call out ‘go’ they should turn and walk in another direction.
- Increase the pace to a jog and call out ‘freeze’ every so often. Encourage the children to find a space before they freeze. As the children become more aware of the space, just call out ‘turn’ or ‘change direction’ instead of ‘freeze’.
- Restrict the dance area, so that the children are jogging in a smaller space. This will help the children become more aware of others. Tell them not to touch each other.
- Now ask the children to stop in a space. Let them copy you as you rotate your right arm forwards and then backwards. Do the same with your left arm. This will help to mobilise the limbs. Rotate both arms forwards and then backwards. Ask the children to follow you as you stretch one arm up at a time and then stretch both arms up together.

- Always remember to praise the children often, individually and as a class.

Key questions

*Ask the children how they feel after doing these warm-up exercises. Ask questions such as:
What happens to your body temperature when you exercise?
What happens to your heart rate and breathing?
Why do we need to warm up before dance? (to mobilise the joints/limbs and stretch the muscles in preparation for dancing)*

Starting the dance with the music

 20 mins

- Ask the children to imagine that they are holding a sword. Tell them to find a space and freeze in a position as though they are fighting with the sword. Ask them to turn and walk to another space and freeze again with their sword motif. Increase the pace to a jog and get them to freeze with a low sword motif. Try this again, asking the children to freeze high or low in an interesting position. As the pace quickens, encourage them to jump into their sword fighting position.
- Choose a child to be your partner and demonstrate an imaginary sword fight with them. Ask your partner to copy, mirror or canon your movements. Show how you can stretch up high with your sword and then down low. Ask the children to find a partner and practise some movements like this. They can copy your demonstration, but encourage them to improvise their own movements as well. Remember to praise the children and choose pairs to demonstrate good quality movement.
- Ask the children to sit near you. Play **Track 6:** ‘Fanfare’ and explain that this is the heralds announcing that all wars must stop for the Olympics. Representatives from all over ancient Greece are invited to compete in the Olympic Games.
- Ask the children to find their partner and work

out two phrases involving the sword motif, for example, coming together with arms stretched up (mirroring) and then pushing away from each other into a turn and falling on the ground.

- Go round the pairs to give ideas, and encourage the children to watch others to get ideas. Choose children to demonstrate good quality movement and remember to praise them.
- Let the children dance to the music. Put **Track 6: 'Fanfare'** on 'repeat' so that the children have time to work out and practise their movements.
- Split the class into two groups and let them take it in turns to perform/watch. Ask those watching to look out for good use of space and contrasting levels. Who is really acting the part and showing strong facial expressions (e.g. fighting with a sword and shield, wincing, shielding their face)? Encourage positive comments and praise from the children. Ask them for suggestions of how certain movements could be improved. Ask the children how the movement material, motifs and performances could be improved to communicate the dance idea more clearly. Encourage them to describe what they see using appropriate dance vocabulary, for example, 'I really liked the way the boys used space well in their sword fighting motif. They tried to mirror each other and change level and direction.'

Cool-down

5 mins

- Ask the children to jog around the dance area, shaking their arms gently. Now ask them to slow the pace to a brisk walk and then a gentle walk. Remind them to move in a space and maintain good posture.
- Tell the children to freeze and stretch up one arm at a time. Now ask them to raise both arms slowly while inhaling. They should exhale slowly as they bring their arms down again. Repeat.