

PE LKS2 Units 8&9

Dance Activities 3&4

Life on the Nile



Lesson 1 Life on the Nile

 **35-40 mins**

Learning objectives

Children should learn:

- to improvise freely on their own and with a partner, translating ideas from a stimulus into movement;
- to explore and create characters and motifs in response to a range of stimuli;
- to create and link dance phrases using a simple motif;
- to keep up activity over a period of time and know they need to warm up and cool down for dance;
- to describe, interpret and evaluate their own and others' dances and say how they might be improved.

Success Criteria

Children:

- show an imaginative response to different stimuli through their use of language and choice of movement;
- use different compositional ideas to create motifs incorporating copying and mirroring;
- link actions to make dance phrases, working with a partner;
- explain why they need to warm up and cool down;
- describe and interpret dance movements using appropriate language.

National Curriculum Attainment Targets

Pupils should be taught to:

- perform dances using a range of movement patterns.

Vocabulary

change direction, cool down, copy, find a space, freeze, high, jog, middle, mirror, mobilise joints, motif, low, on the spot, still as a statue, stretch, turn, walk, warm up

Resources

- Stimuli: artefacts from ancient Egyptian times, e.g. shadoof, papyrus, pictures of ancient Egyptians working on the land, pictures of the sun god Ra.
- **KS2 Years 3 & 4 Dance CD track 1**
- CD player

Warm-up

 **20 mins**

- Ask the children to sit in a circle. Pass around the pictures of ancient Egyptians working on the land. Ask the children what kind of work the ancient Egyptians may have done (e.g. sowing seeds, digging the earth and irrigating the fields). Show a picture of a shadoof and explain that this is a water-raising device. It consists of a long, pivoted wooden pole with a bucket at one end and a weight at the other. The Egyptian would pull the bucket down into the water in a well or ditch and then allow the weight at the other end of the pole to raise the full bucket.

- Discuss briefly why it is important to warm up (to practise good quality movement and loosen limbs for better flexibility). The following warm-up can be used at the start of every lesson. As the children become more used to it, it can be varied or the children can make up their own warm-up sequence based on the movements. Make sure that you oversee the warm-up and that the exercises are safe.
- Ask the children to stand in a circle. Let them copy you as you pat your arms, cheeks, chest, tummy, bottom and legs (pat up and down one leg at a time). Let the children copy you as you shake your hands and legs and turn around.
- Now walk to a space, freeze, turn and walk to another space (repeat). Increase the pace and jog on the spot, keeping the back straight and bending the knees. Jog to a space, freeze, turn and jog to another space. Remember to call out 'freeze' and 'turn'. 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 find a space. Ask them to rotate their right arm forward and then their left arm. Next ask them to rotate their right arm backwards and then do the same with the left arm. Do this with the children. Then rotate both arms backwards and both arms forwards.
- Ask the children to copy you as you stretch one arm up at a time and then stretch both arms up together.

- Remember to praise the children often, individually and as a class. Ask the children how they feel:

Key questions ?

Do you feel warmer?

Why do you need to warm up before dance? (to mobilise the joints and stretch the muscles before doing exercise)

What happens to your heart rate and breathing when you exercise?

- Introduce activities that the ancient Egyptians may have done, such as sowing seeds and digging the earth. Ask the children to copy you as you walk around the space, pretending to sow seeds. Freeze, turn and walk in another direction. Encourage the children to remain in a space away from others. Gradually increase the pace, continuing to sow seeds or dig the earth. Ask the children to stop to feel their pulses in their necks or notice heavy breathing.
- Tell the children to get into a space and stretch their arms up as if reaching to pull down a shadoof. Do this action several times. Look for good quality movement and remember to praise the children often. Choose children to demonstrate.
- Ask the children to find a partner and stand opposite each other. They should mirror each other, reaching up and pulling down the shadoof together. Also ask them to rotate their shoulders forwards, and then backwards, and do the same with their arms in order to fully mobilise their limbs. (Play **Track 1**: 'Sunrise on the Nile' as they do this.)
- Ask the partners to sit down and stretch their arms, as though waking from a deep sleep or worshipping the sun god Ra. Choose children to demonstrate good quality movement and give them praise and encouragement.

Dancing with the music

 **20 mins**

- Ask the children to sit in a space, remembering to sit up with straight backs. Play **Track 1:** 'Sunrise on the Nile' and explain that this represents the ancient Egyptians waking up at sunrise, stretching to worship their sun god Ra and starting their daily chores, e.g. sowing seeds, digging the earth, irrigating the fields, scribing, etc. Ask the children to consider the following:

Key questions ?

*What was the weather like in ancient Egypt?
How might you feel in the heat?
Would the work be easy or hard?
How can you express your feelings in the dance?*

- Ask the children to find an interesting starting position as if they are asleep. Tell them to copy you as you slowly wake up and stretch. Ask them to choose an activity to do. Encourage the children to think of their own motif (a simple action which can be developed into a phrase later). Remind them to freeze, turn and change direction when doing these activities and to change levels. Remember to praise the children often and look for thoughtful actions (motifs).
- Split the class in two and ask half to perform whilst the other half views. Ask those viewing to look for good use of space, changes in direction and good quality movement. Choose children to demonstrate this. Encourage positive comments, ideas for improvement and the use of simple dance vocabulary. Swap the groups over.

Cool-down

 **5 mins**

- Ask the children to jog around the 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 their arms up one at a time. Now ask them to raise both arms slowly together whilst inhaling. They should exhale slowly as they bring their arms down again. Repeat.