

dance notes lesson plans

Key Stage 2

The Pyramids



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Dance

Key Stage 2

Lesson Plan for Key Stage 2 Dance

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Objectives:

- To develop movement vocabulary
- To improvise a given stimulus
- To create a duet and compose within a group
- Develop movement using changes of levels and direction and space
- Learn & improve performance skills

The 4 Strands of the National curriculum:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Knowledge and Understanding of Fitness and Health
- Evaluating and Improving Performance

Unit Contents:

Week 1: Sad Solo / Trapping Duet

Week 2: Rehearsal

Week 3: Building section

Week 4: Pyramid

Week 5: Evaluate & Improve

Week 6: Performance

Dance Notes CD Tracks Used

- ◀ ["Sorrow"](#) (Dance Notes Volume 4)
- ◀ ["Hope"](#) (Dance Notes Volume 4)
- ◀ ["Anger"](#) (Dance Notes Volume 4)
- ◀ ["Cut To The Chase"](#) (Dance Notes Volume 4)
- ◀ ["Drum Talk"](#) (Dance Notes Volume 4)
- ◀ ["Behold The tomb"](#) (Dance Notes Volume 3)
- ◀ ["Awakening"](#) (Dance Notes Volume 2)

Week 1: Sad Solo / Trapping Duet

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Starter

Discuss the topic of Ancient Egyptians: consider the work involved in building the pyramids and how servants/slaves were sometimes used.

Discuss the type of movements needed for a sad dance representing the Pyramid builders.

Warm up ◀ ["Sorrow"](#)

Let the music set the scene. Begin with small circles; then develop these to travel - changing level and direction - around the space, leading with different body parts and remembering the stimulus of sadness.

Main ◀ ["Sorrow"](#)

A Find a partner. Partner "A" will use body parts to trap partner "B" using circular shapes, Partner "A" will escape. Do this at least 4 times (in 4 different ways).

B Half the class shows their work, then the other. Discuss how they can be improved by adding moves such as rolling, turning, and jumping and by altering the speed at different times.

C All the "A"s will stand at the back of the room glaring at partner "B" performing their Sad solo, after 16 counts the "A"s begin to walk towards the "B"s until teacher fades the music and changes track.

D ◀ ["Anger"](#)

Suddenly with the change of music the "A"s begin to trap their partners.

Cool Down ◀ ["Sorrow"](#)

Use the warm - up to cool down stretching through each position.

Key Vocabulary:

Levels, direction, trapping.

Week 2: Sad Solo / Trapping Duet

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Starter

Re-cap last week.

Warm up ◀ ["Sorrow"](#)

Use sad circular movements. Pupils hold a shape and can only be released when another person circles around their body. Try to find different ways of circling around somebody.

Main ◀ ["Sorrow"](#) ◀ ["Anger"](#)

A Rehearse Sad Solo and Trapping Duet.

Remember levels, directions and varying movements. Also, observe the contrast between the sad solo and angst duet.

B Discuss the type of movements used for building pyramids.

C ◀ ["Sorrow"](#)

In groups of 4 make a plan for creating a 'working' section as a group.

Cool Down ◀ ["Hope"](#)

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into floor.

Key Vocabulary:

Levels, direction, expression, clarity of movement

Week 3: Building Group

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Starter

Discuss movements involved in building a pyramid.

Warm up ◀ ["Drum Talk"](#)

Individually improvise lifting/pulling/working/heaving/dragging movements. Remember to vary levels, movements and direction.

Main ◀ ["Drum Talk"](#)

- A Discuss group plan of building pyramid and begin working in the groups.
- B 2 groups at a time to perform and rest of class evaluate and give suggestions for improvements.
- C Make improvements to group section.

Cool Down ◀ ["Hope"](#)

If time allows very quickly re-cap from the beginning of the dance.

Key Vocabulary:

Levels, direction, expression, clarity of movement, heaving, dragging, pulling, lifting.

Week 4: Pyramid

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Starter

Discuss whole of dance so far and where to go from here. Create a pyramid?

Warm up ◀ ["Behold The tomb"](#)

Teacher to lead pupils one at a time. Pupils try to create a pyramid shape using each other to lean on, support or lift.

Main ◀ ["Sorrow"](#) ◀ ["Anger"](#) ◀ ["Drum Talk"](#)

A Rehearse all sections: solo, duet and group.

B As a class decide how to get from duets into group section. E.g. turn, roll or by lifting and dragging partner.

C Group sections can be performed all together or 2 at a time or even 1 at a time.

D Decide how to then get into the whole class pyramid.

Cool Down

In whole class pyramid shape - deconstruct pyramid in slow motion until everyone is a space lying on floor.

Key Vocabulary:

Levels, direction, expression, clarity of movement, heaving, dragging, pulling, lifting.

Week 5: Performance Skills

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Starter

Discuss the whole dance so far. Introduce performance skills; discuss weaker parts of the dance.

Warm up ◀ ["Cut To The Chase"](#)

Circle through the joints, starting with shoulders - down to ankles. Can the class choose 4 big travelling circles to create a warm up phrase?

Main

- ◀ ["Sorrow"](#)
- ◀ ["Anger"](#)
- ◀ ["Drum Talk"](#)

A Work on each section and discuss how and where improvements can be made.

B Evaluate whole class performance

C Rehearse and re-evaluate.

Cool Down ◀ ["Hope"](#)

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into floor.

Key Vocabulary:

Levels, direction, expression, clarity of movement, heaving, dragging, pulling, lifting, focus, performance skills.

Week 6: Rehearse & Perform

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Warm up ◀ ["Cut To The Chase"](#)

As last lesson. Select pupils to add 4 more movements.

Main ◀ ["Sorrow"](#)

◀ ["Anger"](#)

◀ ["Drum Talk"](#)

A Rehearse

B Evaluate and improve at least 3 times.

C Perform to another Class.

Cool Down ◀ ["Awakening"](#)

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into floor.

Key Vocabulary:

Levels, direction, expression, clarity of movement, heaving, dragging, pulling, lifting, focus, performance skills.