

**Lesson Objectives ~**

That different cultures have different 'creation stories'.  
How to apply different choreographic relationships.

**Success Criteria ~**

Knowledge of the key points of the story.  
Clear contrast of dynamics between the quaking and moulding actions.

<p><b>Warm up</b></p>	<p><b>Ask the pupils to find a space and to imagine the ground underneath them is shaking.</b> <i>Count from 8 to zero to indicate that they should shake as you are counting and when you reach zero they should stop.</i> <i>Repeat several times. You may wish to count from 7 the next time, then from 6 and so on, in order to vary the duration.</i></p> <p><b>Ask pupils to repeat this for the next minute, but the children should now decide for themselves when the earth below them is shaking and when it is still.</b></p>	<p><b>Dynamics</b></p>
<p><b>Context</b></p>	<p><b>Remind or inform pupils of the Chinese creation story in which the Earth quakes so much that the sky falls in. The goddess NuWa mended the pillars that supported the sky and with her brother Fuxi mixed their blood with the clay from the Yellow River to create the first people.</b></p>	
<p><b>Creative Exploration</b></p>	<p><b>Ask the children to make a tall, thin shape - like the pillars...then another...and another.</b> <i>If possible, show them an image of pillars from a Chinese temple and take a moment to gather a description of these.</i> <i>Encourage them to think about the detail that might be present at the top and base of a column and how they might show this.</i></p> <p><b>Ask pupils to get into groups of 2, 3 or 4 &amp; find a space together.</b> <b>Ask them to think about the pillars that held up the sky and to make a group shape that they can hold.</b> <i>Encourage them to consider what their formation should be and how far apart they should be spaced.</i></p> <p><b>Remind the groups of the shaking they did in the warm up. Explain that China regularly experiences earthquakes. Can they shake in their 'pillar' shapes and follow this with a dropping action, as if the sky has fallen.</b> <i>Ask the groups to decide how long they will shake for and whether they all fall at the same time or one at a time (canon).</i></p> <p><b>Take a moment to have a look at some good examples of teamwork.</b> <i>Highlight the qualities you see - eg 'They watched each other closely to know when to shake and when to fall.' Or, 'They were well spaced and thus had enough room to fall safely.'</i></p>	<p><b>Choreographic Relationship - Canon</b></p>
<p><b>Creative Exploration</b></p>	<p><b>Ask pupils to select one person in each group to stand in the middle. Instruct them that they are made of the clay from the Yellow River and that the other members of the group are going to gently manipulate them.</b> <b>As the sculptors move the clay, the person in the centre should softly hold the new shape.</b> <i>Add the music and allow pupils 1 to 2 minutes before changing so that a different person is being manipulated.</i> <i>With an experienced group encourage the children to try this task without using their hands to manipulate the clay.</i></p>	<p><b>Choreographic Relationship - Contact work</b></p>

**Step-by-Step  
Dance 7 - 11  
Mythical stories  
Creation story - China**

**Lesson Objectives ~**

That different cultures have different 'creation stories'.  
How to apply different choreographic relationships.

**Success Criteria ~**

Knowledge of the key points of the story.  
Clear contrast of dynamics between the quaking and moulding actions.

<b>Composition</b>	<p><b>Remind pupils of the 2 sections they have created:</b></p> <ul style="list-style-type: none"> <li>* The pillars, shaking &amp; falling</li> <li>* The clay being moulded into different shapes</li> </ul> <p>Ask pupils to arrange these so that the two sections alternate with a different person being moulded each time.</p> <p>Ask the groups to decide who should be manipulated first, second and so on.</p> <p>Ask the groups to consider shaking for a different length of time with each repeat.</p> <p><i>Add the music for 3 to 4 minutes and take the opportunity to observe.</i></p>	<b>Structure</b>
<b>Performance</b>	<p>Ask half of the groups to get into their starting position as they are about to perform, while the other half have the opportunity to observe.</p> <p>Ask the observing group to see if the performers show:</p> <ul style="list-style-type: none"> <li>* A clear formation at the start.</li> <li>* Team working when shaking.</li> <li>* Clear use of unison or canon when falling.</li> <li>* The creation of interesting shapes when moulding the clay.</li> </ul> <p><i>After showing and feedback allow the other half the opportunity to perform and receive feedback.</i></p>	<b>Analysis</b>
<b>Cool down</b>	<p>Ask pupils to find a space once more.</p> <p>Ask all of them to imagine that they are made of clay are being moulded into different shapes.</p> <p><i>You may need to guide them by such instructions as 'Your left arm is being lifted', or 'You are being squashed into a small shape', or 'Your head is being tilted to one side...' etc.</i></p> <p><i>You may wish to feed in that the Yellow River (Huang He) is the second longest in China and the sixth longest in the world.</i></p>	<b>Flexibility</b>

**Suggested music**