

Lesson Objectives ~

How to use mirroring as a choreographic relationship.
How the city of Rome was named.

Success Criteria ~

The application of different choreographic relationships.
The use of phrasing within a motif.

Warm up

**Ask the pupils to find a space and make a low shape.
Ask them to travel around the room without stopping, but they must always remain low to the ground.**

Add the music and allow approximately 2 minutes.

Describe what you see them doing - eg 'Priti is sliding on her knees in different directions.' Or, 'Malcolm is walking but he's in a small, curled up shape.'

Remind or inform pupils that Romulus and Remus were set adrift on the River Tiber. Ask them to take another 2 minutes or so to travel around fluidly and continuously - at a low level - to show how the Tiber flowed.

Add the music and this time emphasise the smooth, flowing quality of their actions - eg 'Keira is rippling her back to show how the water is moving.' Or, 'Keith's arms are gently waving from side to side, almost like the breeze is causing the surface of the water undulate.'

Levels and Dynamics

Creative Exploration

Ask pupils to find a partner and to face them.

Ask them to label themselves A and B.

Ask Person A to move and Person B to mirror them.

After approximately 1 minute ask them to change over roles.

It is likely that the children will largely focus upon arm gestures. Encourage them to consider changing levels, twisting, moving closer together / further apart, bending and arching, etc.

Remind pupils that Romulus and Remus were twins and use of mirroring or unison can help to show the connection between them.

Ask them to repeat the mirroring activity, but instead of facing each other can they do it side by side - thus using their peripheral vision?

Again allow approximately 1 minute per person.

Some pairs will find this very difficult and will gradually reposition themselves to face each other. If so, allow them to do so - this is clearly a sufficient level of difficulty.

Mirroring and Accuracy

Creative Exploration

Remind or inform pupils that Romulus and Remus wished to build a new city, but they couldn't agree on where or who should be in charge (the birds circled around Romulus which he took to be a sign).

Ask the pairs to find a way of separating and then ask them to decide:

*** Should they travel apart at the same time or one at a time?**

*** Should they perform the same or different actions when separating?**

*** How could they show the birds circling around one of them. What would the other persons reaction be?**

Ask the pairs to decide upon actions to show this & to rehearse it through so they can remember it easily.

Allow 3 to 4 minutes with the music playing quietly in the background.

Encourage pupils not to travel too far apart from their partner.

Team one duet up with another.

Ask one pair to watch / film as the others perform their duet.

Ask them to give feedback regarding the spacing of the separation, the travelling actions and how they showed the circling birds.

Change roles. Then allow time for any amendments to be put in place.

Travelling and Sequencing

**Step-by-Step
Dance 7 - 11
Mythical stories
Romulus and Remus - Roman**

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Composition	<p>Ask pupils to recap the sections so far...</p> <ul style="list-style-type: none"> * The river - solo, low level travelling around the room. * The twins - mirroring actions. * The mountains - travel to separate & circling actions. <p>Ask them to rehearse so they can perform it easily.</p> <p><i>Add the music and prompt them to move onto the next section if necessary.</i></p>	Sequencing
Composition	<p>Ask pupils to imagine that the dance they have created so far is one long sentence. Other than words, what does a sentence need in order to make sense - punctuation.</p> <p>Ask them what type of punctuation marks do we commonly see: capital letters, full stops, commas, hyphens, quotation marks, question marks, exclamation marks, etc.</p> <p>Ask them to add punctuation to their duets - eg the capital letter at the start might me a clear starting position and a full stop.</p> <p>Ask the pairs to consider where they might place a comma - a brief pause - and how might an exclamation or question mark change the dynamic of their actions?</p> <p><i>Add the music and allow the pairs 3 to 4 minutes to decide and rehearse their duets. Encourage pupils to try various possibilities before deciding upon a final version.</i></p>	Phrasing and Dynamics
Performance	<p>Rejoin the duets with the pair who observed their work earlier and show each other the 'punctuated' versions.</p> <p>Ask the observers to consider:</p> <ul style="list-style-type: none"> * How does the different phrasing affect the overall look of the duet? * Did they hold their moments of stillness long enough? * Did it appear that there was a subordinate clause? <p><i>Change the pairs over and feedback again.</i></p> <p><i>Gather everyone together and discuss the impact of adding 'punctuation' to their dances.</i></p>	Analysis
Cool down	<p>Ask pupils to make one large circle with everyone facing in.</p> <p>Ask them to copy your actions in the way they previously mirrored their partner.</p> <p>As they perform these actions relate the outcome of the story - the fight between the twins in which Remus was killed and Romulus founded his city and named it Rome.</p> <p>Keep the actions steady and simple.</p> <p><i>If time allows ask another child in the circle to take over leading the actions and for everyone to copy them...and another child...and one more.</i></p>	Mirroring and Accuracy

Suggested music