

**Lesson Objectives ~**

Use of slogans during World War 2.  
How to communicate meaning through actions (projection).

**Success Criteria ~**

Use of different dynamics to convey mood.  
Connecting movement phrases and manipulating them.

Warm up

Ask the pupils to find a space and then call out the following words - in a random order - and ask them to respond with an appropriate action.

**DIG - SINK - TALK - CALM - TOGETHER - DIVIDE - STAND - SHORT - LISTENING**

Select 3 or 4 from the list above to suit the needs of your class, then gradually introduce one or two more if they are ready for a challenge.

*This task can be repeated in pairs where one person names the action for their partner to perform - they can either alternate or change roles after a minute or so. If so, have some music playing quietly in the background.*

Projection

Context

Inform / remind pupils of the slogans that were commonly seen during WW2, such as:

'Dig for victory'

'Loose lips sink ships'

'Switch off that light'

'Careless talk costs lives'

'To victory - together!'

'Keep calm and carry on'

'Unless we can divide those two fellows - we're sunk!'

'Zipp it! Careless talk costs lives'

'Stand firm'

'The need is great, the time is short - urgency must be the watchword!'

Creative Exploration

Ask pupils to create one circle.

Introduce a short slogan - eg 'Stand firm' - and ask how pupils might show this through actions.

*The children will probably create a still shape with a wide base communicating stability.*

Then introduce a slightly longer slogan - eg 'To victory - together' and ask for suggestions as to how this could be communicated.

*They may well provide different responses which illustrate the opportunity for a variety of interpretations. Pupils should be able to create two actions for this - one suggesting 'victory', the other communicating 'together'.*

Then, if time permits, introduce a longer phrase - eg 'Loose lips sink ships'.

*Encourage pupils to create an action for each word or concept - eg 'Loose' may be a floppy or wobbling style of action; 'lips' might be pointing to the mouth; 'sink' could be a lowering and 'ships' might suggest the bow of a ship. These could also be combined.*

Ask pupils to get into groups of 3, 4 or 5 and find a space together.

Give each group one of the slogans and ask them to find a way of communicating the message through actions.

*It may be easiest to have several copies of each slogan written on postcard-sized pieces of paper.*

Repeat this process several times with a different slogan each time.

*Some slogans are simpler than others - eg 'Stand firm' is shorter and more obvious than 'The need is great...' If groups struggle with one of the slogans you might suggest they pick a different one.*

Projection

Step~by~Step  
Dance 7 - 11  
World War 2  
Slogans

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**Creative exploration**

**Ask each group to select one slogan that they feel they can interpret effectively. Team them with another group and ask the observing group to see if they can identify the slogan.**

*Ask the observing team to offer suggestions for how their actions might be adapted to communicate more effectively - eg make the actions bigger / smaller, sharper / smoother, stronger / softer, quicker / slower, etc*

*Pupils may get this far in a single lesson. If so, move to the cool down. The remaining ideas may be delivered in a subsequent lesson. If so repeat the warm up, briefly recap the creative exploration and move to the compositional section below.*

**Analysis + dynamics**

**Composition**

**Ask the groups to select 3 or 4 slogans that they have created actions for and recap the movements for each.**

**Ask them to link the actions from one slogan into the next so that they merge fluently.**  
*Encourage the groups to repeat the actions several times to ensure that they keep the actions in the same order and can recall the actions easily.*

**Once the groups have their motif (pattern of movements) ask them to consider the formation they should arrange themselves in - line, circle or block.**

*Allow the groups time to rehearse it in their new formation. More experienced groups could try starting in one formation, but be guided to finish in a different one. Less experienced groups will benefit from being able to see one another easily.*

*Allow a minute or so for this and have the music playing quietly in the background.*

**Structure**

**Composition**

**While retaining their new formation ask the groups to make one of their actions bigger and one smaller.**

*Each group can select which action they change.*

**Finally - ask them to make one action faster and one slower.**

*The groups may wish to combine this into an action they have already changed - eg the action they made bigger they also slow down.*

*The small adaptations can help to add interest to a dance or assist with creating the mood / atmosphere of the concept.*

**Ask the groups to rehearse the dance prior to showing.**

*Other adaptations the groups could make include ~*

- \* Add a moment of stillness*
- \* Perform one of the actions one at a time (canon)*
- \* Come closer together / move further apart*
- \* Travel forward / travel back*
- \* Add a moment of contact*
- \* Make an action gentler / stronger*
- \* Make one of the actions jump or turn*

**Action / Space / Dynamic variation**

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**Performance**

**Pair up the groups with another team.**  
**Ask the observing / filming to see if they can identify:**  
\* **The slogans they were communicating**  
\* **The actions that were increased / decreased in size**  
\* **The actions that were increased / decreased in speed**  
*Ask the groups to change over roles and repeat the process.*  
*The filming groups may wish to consider how they might film the work to give more of a 'period' feel - eg use of black and white or sepia tones; whether they use tracking, panning or a locked-on shot; zooming in or out, etc.*

**Analysis**

**Cool down**

**Ask pupils to find a space of their own.**  
**Remind or inform the children that many of the slogans referred to working hard, helping out and keeping quiet.**  
**Ask the children to find an action that suggests working hard...then one for helping out... and finally one for keeping quiet...**  
*Since working hard is a high energy action, move to helping out and allow slightly longer for this, then longer still for the 'keeping quiet' instruction.*

**Projection**

**Music**