

Lesson Objectives ~

The impact of *The Blitz* on buildings.
Use of Question & Answer as a choreographic relationship.

Success Criteria ~

The use of strong, sudden movement dynamics to convey the 'lightning' quality.
A sense of the cause and effect between the lightning flash and the buildings collapsing.

Warm up

Ask pupils to find a space and to draw the shape of a lightning flash in the air. Then repeat this with the other hand. Then ask pupils to repeat this using different body parts each time.
*Keep this snappy and consider taking suggestions from the children - generally the more specific the better - eg your left ear, your big toe, your belly button, your nose.
Encourage pupils to make their actions quick and angular.*

Ask pupils to repeat the task but this time using two different body parts at the same time - eg a knee and a finger, an elbow and a foot, etc
Again take suggestions from the children.

Ask pupils to take the next minute to find as many different ways as possible of showing the sudden lightning flashes.
*Add the music and allow 1 to 2 minutes.
Pupils can combine as many different body parts as they wish.*

Co-ordination

Context

Ask pupils if they know the German word for 'lightning' ('blitz' - which comes from 'blitzkrieg', or 'lightning war') and remind or inform them that this word was used to describe the aerial bombardment of many British cities during World War 2 and that the 'lightning shapes' that follow will represent the Blitz.

Application

Creative Exploration

Ask pupils to repeat their 'lightning' shapes combining different body parts and emphasise the speed and force of the actions.
Add the music for 1 minute or so and check for the application of speed and force.

Ask pupils to find a partner and give each other feedback on their use of dynamics and choice of body parts.
Encourage the use of descriptive language in descriptions - eg 'sharp', 'snappy', 'intense', 'swift'.

Ask pupils to get into groups of 3, 4 or 5 and find a space together.
Ask them to think of a building from the 1940s - eg a school, houses, cinema, shops.
Ask the groups to select one and use their bodies to create the shape of the building.
Allow 3 minutes or so, encourage the children to add as much detail as possible - eg 'If it was a house what shape was the roof? Did it have a chimney? Was there a garden?'

If time permits ask the groups to show their work and receive feedback. Allow a little extra time for the groups to make any amendments that have been suggested.

Ask the groups to think of their 'building shape' as a starting position.
Ask them to imagine that a bomb has been dropped a few streets away. What would the likely effect be on their building?
Hopefully the groups will respond with the buildings experiencing some kind of tremor.

Ask them to imagine that a blast has happened at the end of the street. What kind of impact would be felt on their building?
Hopefully the groups will respond with a shift in shape to show some degree of damage.

Co-operation / Cause & Effect

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Creative Exploration

Ask the groups to imagine the impact of a direct hit on the building next door. What would the resulting effect be upon them?

Hopefully the groups will respond with a significant change in shape suggesting that the building had been ruined.

Emphasise the need for safety - this could include...

Discussing and planning before activity

Moving to the floor with care

If supporting another - both to identify how they will separate

Moving outwards (rather than on top of each other)

Ask the groups to repeat the previous tasks, moving through the different stages fluently and in succession.

Co-operation /
Cause & Effect

Creative Exploration

Ask groups to repeat the above but this time decide on an order of blast impact - eg mild damage, tremor, significant damage.

Ask the groups to rehearse this through two or three times to ensure they are confident with their work.

If the groups elect to start with significant damage they should still show some response when showing a slight tremor or mild damage.

More capable groups may decide to show more than three impact responses.

Size

Composition

Ask pupils to recall their 'lightning flashes' from earlier.

Team one group with another, one being the building and the other the lightning flashes. Explain that they will now use 'question and answer' where the lightning group perform one of their moves and the building group responds in a 'question and answer' format.

After three lightning flashes ask the groups to change roles and repeat.

With experienced groups you could ask the 'building shape' group to inform the others of the order their responses come in. The surrounding group could then vary their distance from them to correlate: therefore a tremor would require the lightning flash group to be further away than the mild effect, and the significant damage would suggest that the lightning flashes are very close.

Structure /
Question & Answer

Performance

Number each group 1, 2, 3 and so on.

Call out the numbers in a random order indicating that each group should start when their number is called.

Call out two or three groups at a time and (if time allows) ask the groups to perform more than once.

Add the music and ensure that the groups have sufficient space around them by calling out the numbers for groups located in different parts of the room.

With one group performing the lightning flashes (question) and the other group responding with the building crumbling (answer) pupils have used the choreographic relationship of Question and Answer - sometimes called Call and Response or 'dance-off'.

Question & Answer

Cool down

Ask pupils to say goodbye to their team and find a space again.

Ask them to make a large shape that is well balanced and easy to hold (stable). Explain that each time you clap your hands their shape needs to crumble or collapse a little more - the same way as their building shapes weren't necessarily demolished immediately.

Clap your hands at irregular intervals and ensure that during the quiet moments all pupils are still before clapping again.

Control