

Lesson Objectives ~

Alfred the Great was responsible for the building of fortified towns called 'burhs'.
To use 'canon' as a choreographic relationship.

Success Criteria ~

Control when making and holding shapes.
Accurate use of timing when performing a 'canon'.

<p>Warm up</p>	<p>Ask the pupils to find a space and make a strong shape that they can hold for 8 counts, then travel to another place in the room for another 8 counts before making a different strong shape. <i>Add music and continue the alternating pattern of making strong shapes and travelling for a minute or so.</i></p> <p>Ask pupils to repeat the task but if they make a high strong shape the first time then they should make a low one the next. <i>Again add the music for a minute or so and guide them to count in 8's along with the music.</i></p> <p>Ask pupils to repeat the task once more but this time they should also think about the travelling. Ask them to name different ways of travelling - eg 'skipping', 'sliding', 'shuffling', 'gliding', 'leaping', by way of suggestions. Remind them to continue varying the level of their strong shapes. <i>Add the music for a further minute or so and count the music two or three times then describe what travelling actions you see.</i></p>	<p>Control and Travel</p>
<p>Exploration</p>	<p>Remind or inform the pupils that Alfred of Wessex (Alfred the Great) went into battle with Guthrum, King of the Danish Vikings.</p> <p>Split the class into 2 groups. One half represents Wessex and the other half represents Guthrum and the Danelaw.</p> <p>Ask one group to start with their strong, still shapes (as if going into battle), while the other group performs the travelling actions. From here they continue to follow the alternating pattern. <i>It may be worth practising without the music to begin, then adding the music and calling out 'change' after 8 counts. This is a simple 'canon'.</i></p>	<p>Timing</p>
<p>Exploration</p>	<p>Remind or inform pupils that Alfred fled to marshlands around Somerset to escape. Ask pupils to travel around the room as if struggling to move through mud. <i>Encourage the children to show the effort and resistance.</i></p>	<p>Dynamics</p>
<p>Composition</p>	<p>Ask pupils to get into groups of 3, 4 or 5.</p> <p>Remind or inform them that Alfred initiated the building of forts and walled towns - called 'burhs' - to defend the people. Ask pupils to build the shape of a fort or walled town using only their bodies. <i>Encourage pupils to consider how high it might have been, what sort of shape it probably was, etc.</i></p> <p><i>It might be worth showing two or three as examples of good practice. If so, allow another minute or two for the observing groups to consider how they might modify their shape.</i></p>	<p>Collaboration</p>

**Step-by-Step
Dance 7 - 11
The Anglo-Saxons
Who was Alfred the Great?**

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Performance	<p style="text-align: center;">Ask pupils to recap the ideas covered so far:</p> <ul style="list-style-type: none"> * Travelling and strong shapes - showing the split between the Alfred and Guthrum * Moving through the marshes - showing Alfred's escape * Burh shapes - showing how Alfred helped to defend his people against attackers. <p style="text-align: center;">Ask pupils to put all of this together in the above order - starting with the two opposing sides alternating, then using the travelling through the marsh to travel to their 'burh groups'.</p> <p style="text-align: center;"><i>Add the music and guide pupils when they should change from one section to the next.</i></p>	Performing
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Cool down	<p style="text-align: center;">Ask pupils to find a space and sit down.</p> <p style="text-align: center;">Inform or remind them that Alfred is probably best known for the story of burning the 'cakes' he was watching (most probably loaves of bread).</p> <p style="text-align: center;">Ask pupils to imagine that they are staring hard at something but so lost in their thoughts that they really don't notice anything.</p> <p style="text-align: center;">Then guide pupils to imagine the smoke rising as the cakes start to burn. Ask them to find a small, gentle upward spiralling action to return them to their socks and shoes.</p>	Dynamics
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Suggested music

'Frozen Heart - Instrumental Karaoke'
Composers: Kristen Andersen-Lopez / Robert Lopez