

Lesson Objectives ~

The directions from which invaders came to Britain.
Applying different directions to shapes and actions.

Success Criteria ~

Clarity of directions, particularly use of north and south.
The ability to combine actions in sequential order to communicate a narrative.

Warm up

Label the different sides of the room: North - East - South - West.

Ask pupils to find a space and call out a range of body parts followed by one of the directions - eg:

- Jump to face...North!**
- Reach an arm towards...West!**
- Stretch a leg towards...South!**
- Poke an elbow towards...East!**
- Stick out a knee towards...West!**
- Jab a thumb towards...North!**
- Flick a hip towards...South!**

*Try to vary the body parts to include upper, then lower; small and large.
More able pupils should be able to sustain holding one shape as they apply the next.*

Ask pupils to find a partner and get into a space together.

Ask them to label themselves A and B.

Ask Person A to call out the body part and direction while Person B performs the actions.

After approximately 1 minute ask them to change roles.

Directions

Exploration and Composition

Remind or inform pupils that Edward the Confessor died in 1066 without anyone to succeed him. Three people felt they should be the next king: Harold Godwinson of Wessex, Harald Hardrada of Norway and Duke William of Normandy (in France). Harold Godwinson was named king. He expected an invasion by Duke William in the south, but none came. Then Harald's army landed in the north.

Ask pupils to make a shape that suggests they are ready for action coming from the south and to hold it still. Then make another 'ready for action' shape...and another...and another.

Make sure that pupils are facing the direction you have indicated is 'south'.

Remind pupils that no army came from the south, but it did from the north. Ask them to find a way of turning on the spot to face the opposite direction (north). Then travel towards north.

It may help to direct pupils how far they should travel - eg move approximately one metre, or take two strides, or indicate a marker that they should not pass.

Repeat three or four times encouraging pupils to vary their travelling actions each time.

Encourage them to hold their 'ready for action' shape and sustain it while turning.

When Harald of Norway and his army arrived at Stamford Bridge there was a battle and Harald was defeated.

Ask pupils to imagine they are holding a heavy sword and a shield. Can they create one action for swinging their sword, then defending themselves with their shield, and a final action of swinging their sword again.

Encourage them to use different levels to add interest and different dynamics to show how heavy the weaponry was.

Turning and Travelling

Why did the Anglo-Saxon dynasty end?

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Exploration and
Composition

Ask pupils to recap the whole motif (pattern of movements):

- * Ready for action shape facing south...hold still
- * Turn 180° to face north
- * Travel a short distance
- * Battle of Stamford Bridge - swing sword, use shield, swing sword.

Practice 2 or 3 times.

If possible watch a few children who demonstrate a range of actions and communicate the situation effectively.

Turning and
Travelling

Composition

Remind pupils that at almost exactly the same time Duke William arrived in the south. So King Harold's troops turned and travelled south where they fought another battle - the Battle of Hastings.

Ask pupils how this could be shown in their dance.

They will probably suggest that after the Battle of Stamford Bridge they turn on the spot to face south...travel towards their starting place and repeat their 'battle' actions.

Ask the children to try putting all of that together:

- * Ready for action shape facing south...hold still
- * Turn to face north
- * Travel towards north
- * Battle actions
- * Turn to face south
- * Travel towards south
- * Repeat battle actions

Repeat two or three times. With able groups you can include how tired the troops were after the first battle - therefore the subsequent actions might be slower and heavier.

Ask pupils to find their partner from the start of the lesson again.

Ask Person A to find a space. They are about to perform their motif and Person B is to watch, before changing over roles.

If possible, film the work to enable pupils to substantiate and / or elaborate on their comments.

While watching, the observer should check that the performer is using directions clearly, that they are communicating that they are ready for battle, and are travelling between north and south.

Encourage the children to share their feedback about their partner's performance.

Sequencing an order and Performing

Cool down

Ask pupils to find a space and sit down.

Remind or inform them that William was crowned in Westminster Abbey, in London, beginning the Norman dynasty and bring to an end the time of the Anglo-Saxons.

Select one or two pupils to move around the class 'crowning' the others. Once they have been crowned they can return to their socks and shoes.

Encourage pupils to move in a steady, regal manner. Remind them that they have a heavy and valuable crown on their head!

Posture and
Extension

Suggested music

'Phat Planet' - Leftfield

(Available to listen at YouTube)