

Why Warthog is on his knees - Southern African (Zulu)

Lesson Objectives ~

To use different choreographic relationships with my partner.
To use a wide variety of words when describing the actions of others.

Success Criteria ~

Use of counterbalances and 'Question & answer'.
An animated description of the work of others.

Warm up

Ask the pupils to gently travel around the room, but when the following key words are called out they should respond as quickly as possible:
 * Doorway: they should make an arched shape.
 * Ceiling: find a partner and press against them in some way.
 * Stalking: travel around the room as if hunting your prey.
 * Roar: curl up in a small shape as if very frightened and shake.
Call out the key words in random encourage them to return to their gentle travel in between.

Context

Remind or inform pupils of the story...
 Warthog built himself a home from an old termite mound. It had a large entrance where he liked to stand and watch the other animals make their way to the watering hole. One day he spotted Lion stalking stealthily towards his house. Panicking that Lion could enter his house and would eat him, Warthog used a trick he'd seen Jackal use where he pretended that the roof was falling in and that he had to hold it up with his back and tusks. He told Lion to move away for fear of being crushed, but Lion realised the trick and roared loudly making Warthog jump and nervously drop to his knees. Lion laughed and told Warthog to stay on his knees for being so foolish.

Creative Exploration

Ask pupils to find a partner and get into a space together.
 Ask them to label themselves A and B.
 Ask Person A to make a shape to resemble the large doorway in the termite mound. Then ask Person B to find a way of travelling through it. As soon as Person B has travelled through they then find a different way of making a doorway shape for Person A to travel through.
*Ask the children to continue alternating for the next 2 minutes or so.
 Add the music and describe what you see the children doing - eg 'Nikki is making a doorway shape by balancing on two hands and one foot.' Or, 'Joe is sliding through backwards'.*
With an experienced group you could repeat this task but after their partner has travelled through their doorway shape they then look for a different person to join up with to perform the next 'doorway'.
 Remind the children that the lion was described as 'stalking' in a 'stealthy' way. Take a moment to ensure that everyone understands what is meant by both words.
 Ask the children to repeat the previous task but to also include the stealthy stalking as they travel.
Add the music and describe the dynamics the children are using - eg 'stealthy', 'slinky', 'creeping', 'furtive', 'sly', 'surreptitious', 'catlike', 'elegant', etc.

Space

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Creative Exploration	<p>Ask pupils to find their partner and face them.</p> <p>Ask the pairs to find a way of leaning against each other so they are sharing weight (counter-balance). Then ask them to find another way of pushing against each other - just like the warthog pushing against the roof to make it look like he was holding it up.</p> <p>Ask the children to take the next minute to find as many different ways as they can of pushing against each other.</p> <p><i>Add the music and describe what you see.</i></p> <p><i>The children may benefit from being encouraged to think about the different body parts they could use. How can they connect one part of Person A to a different part of Person B - eg a hand to a shoulder, a back to a side. And can they use different levels - eg 'Can you try this sitting..?' 'Kneeling..?' 'Lying..?' Etc.</i></p>	Counter balances
Creative Exploration	<p>Ask pupils to say 'goodbye' to their partner for 1 minute and find a space.</p> <p>Ask them if they can find an action (without making a sound) that suggests Lion's roar... and another...and another.</p> <p>Can they think of an action to show Warthog's response? How might they show how startled and scared the roar makes them feel...and another...and another.</p> <p>Ask pupils to return to their partner. Ask one of them to perform a 'lion roar' action - and for this to be followed by Warthog's startled response. Then change roles.</p> <p><i>Ask pupils to continue alternating for the next minute or so. Encourage the roar to be strong, big and fierce - while Warthog's actions are nervous and quick.</i></p> <p><i>The children are using the choreographic relationship of 'Question & Answer' here.</i></p>	Question & Answer
Composition	<p>Ask pupils to recap all the sections so far: Doorways / Counterbalances (holding the ceiling up) / Roar and reaction.</p> <p>Ask them to rehearse the work through so far in preparation for showing the work to another pair.</p> <p><i>Allow 3 minutes or so. Add the music and observe / plan which pairs to join together.</i></p>	Structure
Performance	<p>Join the pairs and identify which will perform first and who will observe.</p> <p>Ask the observers to watch the dance through once without saying anything. On the second time ask them to narrate the story so that it complements the actions they see.</p> <p>Encourage the pairs to consider the descriptive language they might incorporate into their telling of the story.</p> <p><i>It may be worth collecting a word bank prior to commencing the practical.</i></p> <p><i>Keep the music quiet so that the story-tellers can be easily heard.</i></p> <p><i>If possible use a tablet to record both the action and the narration.</i></p> <p><i>Change over roles and repeat.</i></p> <p><i>If possible select one or two groups to perform to the whole class.</i></p>	Circular pathways

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Cool down

Ask pupils to find a space.
Remind them that Lion wasn't very hungry - so didn't eat Warthog. He simply walked away lazily, leaving Warthog on his knees.
Ask pupils to take a lazy stroll around the room. Ask them to think of other words that might describe how they are moving - eg 'amble', 'saunter', 'dawdle', 'linger', 'mooch', etc.

Vocabulary

Suggested music