

Sacred: Dragons

Movement Objectives



Body parts
Facial expression
fierce, menacing

Relationships

Action / reaction in fight
but with no contact

Actions

Rippling,
flickering fire arm movements

Warm up ↑

Using the basis of the story 'We're going on a Bear Hunt', create your own dragon hunt. What are they going to have to do on their journey to find dragons? They might have to go down a long, dark tunnel, through overgrown spiky rose gardens, down a slippery mud bank, over some very craggy rocks...Choose actions and activities that are physical to get the children warm. Decide where the dragon is hiding and discover it! Make a note of the journey, as this will be needed in the cool down later.

Burst Generator - Chemical Brothers



Hatching

Creepy Sounds - African Drums and Soukous



Ask the children to get into a space and imagine they are curled up really small inside a dragon's egg. Push through different parts of the body to hatch out of the egg. Once the baby dragons have hatched, stretch out and move their dragon wings, legs and heads. Repeat this hatching several times, trying out different ways to break out of the egg and using different parts of the body to push out.

In pairs. Ask one child to curl up small (as the above activity) but this time, their partner then creates the egg shell around them. The 'baby dragon' inside needs to push through the egg with different parts of the body, until they have completely hatched. The 'egg shell' needs to provide some resistance to the dragon, but also needs to allow them to push out and hatch. Swap over so that both children complete both roles.

Fire and Flying

Dragons breathe fire! Ask the children to flicker one of their arms in front of their mouths to represent a flame. Try it with the other arm. Practice different types of flames – big, small, raging, gentle. Ask the class to improvise (try out spontaneously) other movement ideas to show the flame of the dragon. Point out good examples from specific children for the rest of the group to watch and try out. Dragons are fierce, mean characters – can the children demonstrate this in their faces?

How might the dragons fly? Try out different ways to use the dragon wings to soar and float in the air. Also practice using the dragon claws – they're very sharp. How might the dragons move them?

Dragon Dance

NY Drums - Percussion Around the World



Create a dragon dance based on the actions the children have been improvising, such as...

- Stand with legs apart, with fierce faces and claws showing
- Flicker R arm forwards in front of mouth (as if a flame)
- Repeat with the L arm
- Circle arms around to the sides, showing sharp claws
- Snake head to the R and L
- Stomp forwards RLRL, looking fierce
- Spin around and finish in a scary ending position

Practice the dance in pairs – can they remember the whole dance? Get them to work on their facial expressions – looking menacing and scary. Split the group into two and have each half perform the dragon dance. Who remembered it well? Which children were scary? Who looked like they were really breathing fire?

St George and the Dragon

Steady Going - African Drums and Soukous



Discuss the story with the group – what are the key elements of the narrative? On their own, get the children to imagine they are a knight like St George, riding around on his horse. Ask them to move in a 'knightly' way – strong, tall and proud.

In pairs – one of the children is George, the other the dragon. Ask the children to re-enact the fight scene from the story. However, they are not to use any physical contact – merely aim their swords and fire / claws towards each other and react to their partner's actions.

Choreography

Once they have practiced this a few times, get them to select 3-4 fighting actions they liked from their re-enactment. Choose some of the pairs who have strong fighting moves with no contact to demonstrate to the group. Once the children have selected their actions and rehearsed them, they will need to add the ending position on – a still image (like a photograph) depicting George slaying the dragon.

Performance Opportunity

Choose a few pairs at a time to perform their St George and the Dragon dances. Ask them to try to remain in character throughout their dance and remember that they should have no contact with their partner.

Discuss the performance with the class. Who did they think made an effective St George? Who was a really fierce dragon? Which pairs created a good fight dance together? Make sure that the performers swap over so all children get chance to show their dance.

Other Sacred Animals

- **Cows** – link to Hindus. Can the children move and graze like a cow? Can they chew the cud? Half the group could be cows / cars. The cars have to avoid crashing into the cows as they are sacred and Hindus don't harm them.
- **Snakes** – can the children coil and curl like a snake? Find different ways to wiggle and slither using a range of body parts.
- **Mythical animals** – unicorns. Can the children find different ways to represent the horn associated with a unicorn?

A Mother (For Your Mind) - The Herbaliser



Cool Down ↓

Reverse the 'Going on a Dragon Hunt' journey from the warm up. Finish with the children hiding away from the dragons, who in turn go back to their lair. Ask the children to rest on the floor with stillness and quietness.