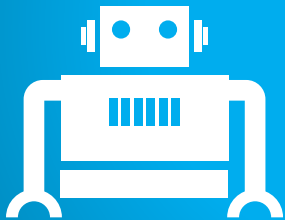


Robots

Movement Objectives



Dynamics

Stiff, strong, mechanical

Action

Locking, flexion and extension

Shape

Angular, bent

Warm up

Preparation: before the session, cut out some large shapes to represent machinery such as cogs, nails, bolts and screws).

In a space on their own, ask the children to imagine there's a big toy box in front of them. Get them to imagine what could be inside – ask the children for responses. Open the toy box to discover...a robot!

Place the machine objects in random places on the floor and ask the children to walk around them when the music is on. When the music stops, get the children to stand by their nearest shape as quickly as they can. After a few repetitions, ask the children to make a shape with their bodies like the one on the floor nearest them. Focus on still and controlled shapes. Once the children are a bit warmer, introduce other actions such as skipping or crawling around the shapes (rather than walking).

Ask the children to pick up the nearest shape to them and stretch it up in the air, then in different directions around the body.

Technologic - Daft Punk



Robot improv

MTV's the Wade Robson Project Theme - Wade Robson



With the children in space on their own – ask them to make a still image of a robot. Try out two or three different ideas using different body parts / shapes. Ask half the group share back one of their still images to the rest of the class. Ask the half watching to identify children who look particularly robotic – with tense, rigid qualities or strong angular shapes. Swap over.

Turn the power on – decide where the 'on' button is and press it. Ask the children to move as a robot and discuss how they might move with stiff qualities and angular shapes. Encourage children to flex different parts of the body and then extend them back out (such as arms and legs).

In pairs label each other rust and grease. Take in turns to lead and copy each other's robot ideas.

Locking Robotics

Harder Better Faster Stronger - Daft Punk



Teach the children a dance phrase (on counts of 8) based on robotic actions and locking moves (street dance) such as...

- Lift the R arm in front of the body, but bent at the elbow. Repeat with the L arm. Tilt the top half of the body over to the R side, then straighten up.
- Shuffle around in a small circle, on the spot.
- Lift the L arm in front of the body, but bent at the elbow. Repeat with the R arm. Tilt over to the L side, then straighten up.
- Shuffle around in a small circle, on the spot.
- Lift both arms out to the sides horizontally, but bend both elbows so the fingers point down to the floor. Move the forearms upwards, so the fingers now point to the ceiling (keeping the upper arms in the same position as before). Move the forearms back down again so they point to the floor. Lower the arms to the sides of the body.
- Lift the R arm out to the R side horizontally. Circle the forearm around the elbow joint, so it spins around. Lower the R arm back down.

- Lift the R leg and bend at the knee. Tap the R knee with the L hand. Repeat on the L leg. Repeat both R and L legs again.
- Walk forwards R L R L, without bending the knees and finish with the feet together and the arms by the side of the body.

Practice the dance several times so the children can develop their movement memories. Select 4-5 children who are confident and competent and ask them to perform the dance to the rest of the class. Point out the examples of good practice and then ask the rest of the group to improve on their own dance along these lines.

Choreography

Preparation: before the session, write down 4 different body parts on a piece of paper (eg.left hand, right knee, both shoulders, head). Create some different versions, varying the body parts and make enough for one for each child. Place them in an envelope.

Get the children to choreograph a solo. Hand out the pieces of paper with body parts on and ask the children to create a robotic action for each of the body parts. Encourage them to link each action together, so they can create a movement phrase that flows from one movement to the next. Practice the dance a few times – can they remember the dance without checking the piece of paper?

Back in their rust and grease pairs from earlier on, ask the children to take it in turns to demonstrate their robot solo to each other. Give each other feedback on their choice of actions in their solo –did they perform with rigid mechanical dynamics?

Performance & appreciation

Link both robot dances together – perform the taught 'locking robotics' dance first, followed straight after by their solos. Practice several times so the children get used to moving from the first section to the second.

Divide the class into 2 groups – put all the 'rusts' together and all the 'greases' together. Ask one of these groups to perform to the other half of the class. Feedback to the performers afterwards – which children performed as convincing robots and why? Make sure both groups have opportunity to perform and appreciate.



Cool Down ↓

Move around the room as robots again.

Slow down the actions until they are moving in slow motion. Ask the children to press their 'switch' and turn their robots off.

Open the toy box and place the robot back inside.



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