



Bryniau Clwyd a
Dyffryn Dyfrdwy
Tirwedd
Cenedlaethol
Clwydian Range
and Dee Valley
National
Landscape



Pontcysyllte
Safle Treftadaeth Y Byd
World Heritage Site

Built Heritage: Aqueducts and Tunnels

Dee Valley Dance Pack - Guidance for Teachers

Learning Objectives

Choreograph in a group, a motif (movement phrase) which is 8 beats long.

Success Criteria

- Listen to the music and together count the beats of the repeated phrase of music.
- Work with others to create and perform.
- Consider the repeated shapes in the aqueducts and the repeated sounds in the music.

Time needed for activity

1 Classroom Lesson
1 Music and Movement Lesson

Location

Open space, in hall or outside

Resources and Equipment

- Balls
- Images of Pontcysyllte Aqueduct
- **Music:** Happy by MBB and Guardians at the gate by Kevin Rix, Audiomachine

Brief for Teacher

Starter Activity

- Work through the **Built Heritage: Aqueducts and Tunnels Classroom Lesson** Powerpoint.





Bryniau Clwyd a
Dyffryn Dyfrdwy
Tirwedd
Cenedlaethol
Clwydian Range
and Dee Valley
National
Landscape



Pontcysyllte
Safle Treftadaeth Y Byd
World Heritage Site

Warm Up

Chirk Tunnel

Remind pupils of the importance of warming the body up before exercise. **Music:** Happy by MBB.

- In even sized groups if possible, ask students to stand in a straight line and create a tunnel shape by placing hands and feet on floor (upside down V).
- The person at one end of the line will crawl under and once they reach the end of the line join on again, so the following person at the top of the line can crawl under. This continues until all members have crawled under.
- Next, each group uses a ball to symbolise a boat and push under the arch when crawling under. When reach the opposite end with ball all students will stand up and pass the ball back to the start by placing over their heads along the line.

Dance

Pontcysyllte Aqueducts Motifs

Music: Guardians at the gate by Kevin Rix, Audiomachine.

- In groups of 4-6 pupils will choreograph a motif which is 8 beats long.
- A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance. Think of a motif as a chorus in a song.
- Listen to the music and together count the beats of the repeated phrase of music. This is how long their motif will be.
- Show an image(s) of Pontcysyllte Aqueduct – look closely at the shapes and repeating patterns on the structure. In their groups discuss what they see and create the shapes to develop into a short motif.
- All the groups now perform their motif in unison (all together at the same time) and repeat it 4 times without stopping.
- Now create a performance piece where each group will perform their motif once one straight after the other. Whilst waiting for their turn the others wait in a static shape position of their choice. (They can change position at the end of each motif performance to maintain comfort). Continue until all the groups have performed their motif once.

Reflection

- The motif can face different directions. Left side, right side, back, front and diagonals. Perform all the motifs altogether but all facing different directions then change direction and repeat the motif, repeat 4 times in total.
-



Bryniau Clwyd a
Dyffryn Dyfrdwy
Tirwedd
Cenedlaethol
Clwydian Range
and Dee Valley
National
Landscape



Pontcysyllte
Safle Treftadaeth Y Byd
World Heritage Site

Cool Down

Catch the Fish

Remind pupils of the importance of warming the body up before exercise.

- Pupils to stand in a circle, one is chosen to be the **otter** and the others are the **fish**.
- The otter must choose a fish to be its prey by saying the name of another pupil in the circle and start to move towards them in a straight and direct line.
- Before they are caught, the fish must say a new prey's name.
- The otter gets 3 tries to catch a fish before they must swap with someone else.
- The game continues until everyone has had a go as an otter.

Reflection

- Discuss the different ways that they performed the motif, how did they feel about the performances. How did the music choice influence their movement ideas?
-