



Bryniau Clwyd a
Dyffryn Dyfrdwy
Tirwedd
Cenedlaethol



Pontcysyllte
Safle Treftadaeth Y Byd
World Heritage Site

Clwydian Range
and Dee Valley
National
Landscape

Final Performance

Dee Valley Dance Pack - Guidance for Teachers

Learning Objectives

To bring together prior learning to create a piece of interpretive dance

Success Criteria

- Use the dance elements from previous lessons.
- Work collaboratively with others to create and perform your own dance piece.

Time needed for activity

1 Classroom Lesson
1 Music and Movement Lesson

Location

Open space, in hall or outside

Resources and Equipment

- Coloured spots and bean bags
- Timer
- Spider diagram from previous lesson
- **Music:** Mission Impossible theme by Michael Giacchino

Brief for Teacher

Starter Activity

- Work through the **Final Performance Classroom Lesson** Powerpoint.





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Warm Up

Dee Valley Treats

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

- Pupils to sit in at least two teams, lined up one behind the other at one end of the space.
- Place 3 coloured spots evenly spaced out along a 'race' line in the space beyond each team.
- Place one bean bag for each person on the final spot.
- Go through the movement actions between each spot as follows:
 - Move in a straight line to the first spot whilst jumping from one imaginary rock to the next.
 - Roll on the floor (sideways, like a tumbling leaf or twig in the water) to the next spot.
 - Walk on tip toes (tall aqueduct) to the final spot to collect the bean bag (salmon).
 - Run back to their team and the next person can go.

Dance

In groups, pupils will now use the mind map to help them to develop a dance of their own to depict a journey along the Dee Valley. They will try to show each of the following elements:

- Shapes
- 5 BASIC BODY ACTIONS Jump, turn, travel, stillness & gesture.
- Cannon
- Unison
- Mirroring

Which piece of music from the previous lessons would the pupils like to use for their performance?

The number of lessons spent developing this performance is optional and can be led by the class. You may wish to make it a show performance to parents or other classes. If you choose to perform to others, you could ask the pupils to consider some costumes/coloured clothing that they may wish to wear.

Reflection

- Reflect in their groups: have they included all the dance elements? How could they improve their dance? How many sessions do they think they will need to finish it?
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Cool Down

Our Dee Valley Journey

Remind pupils of the importance of cooling down the body after exercise.

Pupils spread out around the room, the teacher reads the text aloud as they participate in the instruction mindfully:

- Standing tall with feet hip width apart.
- Raise your arms above your head as you breathe in through your nose, make yourself as powerful as you can be and let out a sigh as you breathe out and relax your arms.
- Imagine yourself on the edge of a forest. It's a crisp autumn day and the sun is shining through the branches of the trees.
- Stand in your tree proud posture (press one foot against the inside of your leg) with your palms together. Slowly reach your arms up high as you breathe in and hold, now stretch them out wide like the branches as you exhale out. Think about the effect posture can have in our emotions.
- Standing still, imagine, you are slowly walking up and down the steep lush green mountains. There's a little bird singing up in the trees and you listen carefully to its tunes. And you feel a soft gentle breeze on your face.
- Now stand with your feet hip width apart. Imagine you can grow the soles of your feet and toes down into the Earth, which helps you feel as steady as a huge mountain. Reach one arm up high and over to the side showing our mountains in the Clwydian Range. Try this move with the other arm... is your mountain bigger or smaller on this side?
- Imagine you are standing by the river. You slowly step into the water, the river waves begin to lap up against your legs, creating a soothing and rhythmic melody. Have a listen...
- Take a breath in, inhale and raise your arms up close to the body reaching up high above your head like a high wave. As you breathe out, exhale, step forwards and let your arms drop making a curved shape like a crashing wave. Repeat your movements with your inhale and exhale.
- With every wave let's imagine a feeling. Let's start by thinking about being happy. The wave comes in and then they wash away. The next wave you are feeling excited. Then it's gone. The next wave that comes, you feel nervous... and then it's gone. Now you are feeling silly as this wave comes in and out.
- Remember when you treat each feeling like a wave that comes and goes it's easier to manage our emotions. Even a big, huge wave eventually crashes and passes by.
- Let's travel downstream on our paddleboards. Stand with your feet wide, front toes pointing forwards, back toes pointing to the side. Now bend your front leg and stretch your arms wide. Are you ready... here we go... let's try the other way.
- How do you feel? You look super strong.
- We've come to the aqueduct... reaching our arms as high as you can.
- Now slowly lower your arms, then your chin to your chest and bend your knees. Curling down the spine to touch our toes. Very slowly walk our hands along the floor, hands spread, tailbone pushes up. Can you straighten your legs? Look at all these arches in the aqueduct.



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- Now slowly lower down to your knees and sit comfortably or lie down on the floor. Close your eyes and take a minute to think of where your favourite place has been on our journey in the picturesque landscape.
 - Remember you can go to your favourite place in your imagination anytime you feel you need to have some quiet time.
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Reflection

Reflect individually by completing one of the sentences verbally:

- The thing that really helped me today was...
 - To improve I could...
 - Next time I could...
 - The thing I found most difficult was...
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Looking for more learning resources and information?
www.clwydianrangeanddeevalleyaonb.org.uk