

ECO WARRIOR DANCE (LESSON 1)

Yr 3

Learning Intention: How can you dance in 'canon' when performing a dance?

EQUIPMENT:

Track 1: Warm-up
Track 2: Musical Machinery
Video

Yr 3

I can sometimes dance in canon when performing with a group

I can dance in canon when performing with a group

I can dance in canon with a group performing a simple movement patterns

Yr 3 Key words: Unison, energy, canon, expression, feedback, formations, pathways

STARTER

Watch the YouTube clip and discuss the waste products we produce and how we could change this

https://www.youtube.com/watch?v=OasbYWF4_S8

Please note this is an external link to PPP

WARM UP

Track 1

Q&A: What is **Canon**? Canon is one after another - like a domino effect.
Can be the same or a different move.

Children in pairs.

They each take it in turns to become the leader and **create** an energetic warm-up that increases their heart rates.

One child is the leader while the other follows in **canon**.

Moves they could use include star jumps, lifting knees up, burpees, running on the spot etc.

Switch over the leader.

The children are going to work on their own to become factory machinery which makes the millions of tons of waste products created every day, such as plastic bottles, cans, boxes etc.

1. The children find a space on their own to explore the different movements you might do as factory machinery.

The teacher says the following buzz words and gives the children 30 seconds to explore each word with the music playing:

BUZZ WORDS: PUSH, PULL, CRUSH, BANG, WIND, SLICE, SQUASH.

TP: Encourage the children to use different parts of their body and different **levels**.

2. At the end of each 30 second exploration, the children choose their favourite move for that buzz word, until they have a 7 moves in total.

Teacher gives an example: e.g. choose four children - all crouch down – then stand up, one at a time, in a star shape. Repeat again showing a different shape when they stand up.

1. The children get into groups of 4-5 and show each other their 7 moves. They all watch each other and as a group decide on 4-5 of their favourite moves. Each child in the group should have a different move.
2. The group stands in a line to create a conveyor belt, passing their movement down the line in a repetitive pattern in **canon**.

Child 1 starts, passes to child 2, and so on.

3. Once they have started, they continue to repeat their action 4 or 5 times, passing their movement down the line.
4. Each child can then switch off, until the whole group is switched off (this could be going to a squat position or hanging their upper body forward).

The children are going to use their bodies to **create** different modes of transport.

Discuss how vehicles emit fumes and gases into the atmosphere and how we could change our mode of transport to help.

1. Discuss different modes of transport e.g. cars, trains, planes etc.
2. Get the children into their groups of 4/5 and give them a different mode of transport each.
3. The children use their bodies to **create** different parts of that mode of transport. e.g. Car – one might be the seat, one might be the steering wheel, one the windscreen wipers etc.

Please note: the Video shows the children working in **unison** (at the same time)

4. They can do their actions at different times (**canon**) to make their vehicle move.

Challenge: Can they move in **canon** from their vehicle that emits fumes to a new and improved vehicle that is more (eco-friendly)?

Q&A: How have you made it eco-friendly? What have you changed?

The children are going to perform:

Activity 1: Conveyor belt dance

Into...

Activity 2: Vehicle that emits fumes/new and improved vehicle

Split the class into two. One half to dance and the others to watch.

1. Teacher to spread out the groups and count them in to the music.
2. Children can be **mini-coaches** and give **feedback** to the performers.

What did they like about the **performance**?

How did they show **canon**?

3. Swap over.

COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk to bring their heart rates down.

PLENARY

Did you enjoy today's lesson? What have you learnt about being an Eco-Warrior and fighting the battle of pollution? What is **canon**? How have we used it today?