

# ECO WARRIOR DANCE (LESSON 6)

# Yr 3

Learning Intention : How can you perform with '**timing, expression and energy**' in your dance?

Yr 3

Begin to perform a with a sense timing, expression and energy

Perform with timing, expression and energy

Perform with a good sense of timing, expression and energy

EQUIPMENT:

Track 1: Warm Up

Tracks: 2-6

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

## Starter & Warm Up

### Track 1

The children will be using different **dynamic elements** (**energy, expression and timing**) throughout this lesson.

1. Children to explore walking around at different speeds. Teacher to call out the following:

Very Slow,  
Slow,  
Medium  
Fast,  
Very fast.

2. Children to explore walking around with different **energy**. Teacher to call out the following;

**Light, soft, relaxed, flowing, smooth, lively, strong, sharp, powerful, energetic, robotic.**

Children to think about the use of these words throughout the activities in today's lesson.

The children get into their groups of 4. Link some of your dances together.

Focus on the **energy** for each section;

Conveyor belt dance (Track 2) - **Robotic and sharp moves**

Pollution dance (Track 3) - **Powerful, strong**

Destroying our Planet (Track 4) - **Powerful, strong, lively**

Beautiful Planet (Track 5/6) - **Flowing, smooth, soft, light**

How can you perform different **timing** in each section? e.g. fast or slow

How can you show **expression** in each section? e.g. emotion shows through your body and facial **expressions** for example;

Destroying - angry expression

Beautiful Planet- happy and joyful

**Challenge:** The children add new ideas not yet explored or develop existing ideas further.

**Super Challenge:** Make this a whole class performance. This would mean the whole class is involved in the dances you choose, which would have to be adapted accordingly.

**Linking learning:** try and remember everything you have learned over the Eco Warrior unit; **unison, canon, formations, pathways and levels.**

You will need music tracks 4 & 5 – it is a decision which music each group uses.

Each group takes it in turn to perform their dances together. It is important this is done separately in order to focus on the stories being told. If you have decided on a whole class performance it is recommended you film it and watch it back with your class.

Teacher to count the groups in to the music.

Children can be **mini-coaches** and give **feedback** to the performers.

What did they like about the **performance**? Had they planned it well?

Did they have a clear story? Message? Order?

How did they show **energy, expression and timing**?

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 creating your own Eco-Warrior dance?

What important messages have you learnt?

How did you show **energy, expression and timing** to perform your dance?