

# ECO WARRIOR DANCE (LESSON 2)

## Yr 4

Learning Intention : How can you use different 'pathways' when performing a dance?

EQUIPMENT:

Track 1: Warm-up  
Track 3: Pollution  
Video

Yr 4

I can show range of pathways when performing

I can perform a range of pathways when performing with some control

I can perform a range of pathways when performing with control and fluency

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

**Yr 4 Key words: Improve, direction, choreograph, timing, fluency, mini coach, performance**

### STARTER

Watch the YouTube clip and discuss the amount of pollution we produce and how we can improve/change this by what we do every day:

[https://www.youtube.com/watch?v=ODni\\_Bey154](https://www.youtube.com/watch?v=ODni_Bey154)

**Please note this is an external link to PPP**

### WARM UP

Track 1

In today's lesson we will recap how we can use different **pathways** in your dance.

**Q&A:** What are **pathways** in dance? **Pathways** are the lines or patterns traced in the space by the dancers as they move. They can be straight, curved, zigzag, circular, diagonal, etc.

Children in groups of 4 or 5.

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

Can the leader take their group around the room using different **pathways**? E.g. straight, curved, zigzag, circular, diagonal etc.

The rest of the group to follow with star jumps, lifting knees up, skipping, jumping etc.

Switch over until each person in the group has led a warm-up move.

The children are going to use their bodies to **create** a pile of rubbish in landfill.

The children stand around the edge of the room in a semi-circle.

One at a time they come into the middle and **create** a pose. This can be any pose (as they are representing a piece of rubbish.)

The pose must connect to someone else by touch e.g. connecting backs, hands, feet etc.

Continue until the whole class is connected in one big sticky pile.

**TP:** Encourage different **levels** and shapes to make it interesting.

Recap of prior learning; moving in **canon**.

See Video: Example 1 - a pollution dance.

**Q&A:** What **pathways** do they use? e.g. circular motion

See Video: Example 2 - a pollution dance.

**Q&A:** What **pathways** do they use? Forwards, circular, jumping into a space, rolling along the floor.

1. Children into pairs. One will represent the pollution and the other will represent the earth being attacked by the pollution.

2. The children **choreograph** their own pollution dance as a pair and think about different **pathways** they can use.

**TP:** Allow at least 20-30 minutes for the children to learn OR **create** and practice their own dance.

**Make it easier:** Learn the dance in the Video

**Make it harder:** The children use moves from the Video but add in some moves of their own. Encourage the children to perform with **fluency, expression** and **control**.

**Challenge:** Can Earth fight back and kill the pollution to make it eco-friendly?

The children perform their pollution dance to the rest of the class.

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

Teacher to spread out the groups and count them in to the music.

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

Could you clearly tell who the pollution was? How did they use the space to clearly show pollution was attacking Earth? Can you describe the use of the **pathways** they used?

Swap over.

**Extension:** You could film the **performances** and watch them back with the class afterwards.

### Class Challenge Dance:

All of the class start in their sticky pile of rubbish and one half gets up and performs their pollution dance while the other half stays in the pile. Then switch over with the rest of the sticky pile performing their pollution dance while the others return to being sticky piles of rubbish.

### 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 reducing pollution and being Eco-Warriors? How does the use of **pathways** make a dance **performance** more effective?