

ECO WARRIOR DANCE (LESSON 5)

Yr 4

Learning Intention: How can you vary your 'levels' when performing a dance?

Yr 4

I can use three levels in a dance (low medium, high)

I can perform using two different levels with a partner/group

I can perform using three levels with a partner/group

EQUIPMENT

Track 1: Warm-up

Track 5

Track 6

Video: Our Beautiful Planet

Ribbons, shakers, material, pom poms etc.

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

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

WARM UP

Track 1

In today's lesson we will be recapping **levels**. **Levels**, in dance, is how we use different heights in the space.

Low level: e.g. these levels are no higher than crawling under a fence.

Medium (Middle): e.g. This level is at waist height.

High level: e.g. movements of elevation (jumping) and reaching high.

The children get into small groups and **create** their own aerobic warm-up.

Everyone in the group takes it in turn to lead a warm-up move.

Can you all stand at a different **level** for each move?

Remember the warm-up move has to help increase the heart rate (a pulse raiser).

ACTIVITY 1: Saving Our Planet

Track 5

The children get into their groups from the last lesson.

1. Children to think of words/actions that are connected to our beautiful planet. They might be the sea, creatures in the sea, trees, birds, the sun, a rainbow etc.

1. In fours, children to explore dance moves that represent the above words/actions.

Can they think about their **level** when performing e.g low, middle and high?

Linking learning: Children to think about **formations, unison, canon and pathways** when dancing.

TP: If you have ribbons, pom poms, shakers, material etc that can be used as props, it would be advantageous to allow the children to use them.

Children to watch and analyse the video: Our Beautiful Planet. Can you see the different **levels** that are used in the dance?

The children get into their groups from last lesson

1. They are to **choreograph** a moving picture of our beautiful planet. There might be the sea, creatures in the sea, trees, birds, the sun, a rainbow etc.

Each child takes on a role within the picture and the groups work together to ensure everyone has a moving action and knows where to stand to **create** their picture.

TP: If you have ribbons, pom poms, shakers, material etc that can be used as props, it would be advantageous to allow the children to use them.

When **creating** the dance children to think about **levels** and how they can change them.

Linking learning: Children to think about their **formations**. How will they stand? Circle, square, side by side?

Music: You may choose to alternate between Tracks 5 and 6 or use one piece of music for ease.

The children practice and link together:

Activity 1: Destroying our Planet Dance

Activity 2: Saving our Planet Dance

Encourage the children to perform with **fluency, expression** and **control**.

TP: Allow plenty of time – approximately 20 minutes. Remind the children each dance now needs to connect from one to the other.

Music: You may choose to alternate between track 5 and 6 or use one piece of music for ease. Each group takes it in turn to perform both of their dances together. It is important this is done separately in order to focus on the stories being told.

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**? How did they use **levels** in their **performance**?

Did they have a clear story? Message? Order?

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 use **levels** in your own **performance**?