

ECO WARRIOR DANCE (LESSON 3)

Yr 4

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

Year 4

I can dance in unison with a partner/group

I can dance in unison with a partner/group performing a simple movement patterns

I can dance in unison with a partner/group performing a range of movement patterns, showing control

EQUIPMENT:

Track 1: Warm-up

Track 4: Energy

Videos

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 our use of energy and how we can make it better:

https://www.youtube.com/watch?v=Giek094C_l4

Please note this is an external link to PPP

WARM UP

In today's lesson we are recapping how we can use different **unison** in your dance.

Q&A: What is **Unison**? **Unison** is dancing at the same time.

The children get into small groups and **create** their own aerobic warm-up. Children to all perform the moves in **unison**.

The warm-up move has to help increase the heart rate (a pulse raiser) e.g. marching to the music, box step, jumping jacks, star jumps.

Q&A: What do we use in our houses every day that requires **energy**?

Can we sometimes use too much **energy** or waste it?

How could we work on using less, what could we do?

The children walk around the room using the scale of 0-10 as an **energy** indicator.

The teacher calls out a number and the children must move at that speed.

E.g.

0 – stop/freeze

1 – as slow as you can walk

5 – neutral

10 – as fast as you can walk

The children to watch Video 3 as an example of an **Energy** Dance.

The children get into pairs and create their own **energy** dance using strong, energetic movements e.g.: stars jumps, burpees etc.

Can they perform this in **unison**?

Make it easier: The children can learn the dance from Video 2.

Make it harder: The children **create** their own movements.

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

Children in pairs, moving in **unison**.

Can they play around with the **energy** of their dance using the scale 0-10?
Watch Video 3 as an example.

The children explore which moves could be at what **energy** and give each of their moves a number from 0-10.

Practise going from the start to the end of their **energy** dance varying their **energy**.

TP: Encourage them to vary the **energy** throughout.

They could have some pauses/switching off at times or at the end.

1. As a class explore the different ways we can produce **energy** that is renewable:
e.g. wind, wave, sun etc. Think of different movements for each:

WIND: turning on the spot, waving arms around, swaying form side-to-side, jumps out into a wide stance.

WAVE: rippling arms/body, rainbow arms over head, rising low to high alternately.

SUN: star shape with twinkling fingers, slow turns on the spot, powerful arm movements, strong bold shapes.

2. The children get into their pairs and **create** a dance in **unison** based on renewable energy.

The children watch Video 3 as an example.

Linking learning: Children can add **unison**, **canon** and **pathways** to their dance.

Make it easier: Choose one renewable **energy** e.g WIND and use the movements explored.

Make it harder: Choose one or two renewable **energies** and add use the movements explored.

Challenge: use all three and make a combined renewable **energy** dance using their own ideas.

The children share their **energy** and renewable **energy** dance with the rest of the class.

Make it easier: They can choose to perform one.

Make it harder: They perform both.

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.

What did they like about the **performance**? Who had good and clear uses of **unison**?

How did they change their **energy**?

How did that make the dance **performance** effective?

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 how we can all move to renewable **energy**? How did you show **unison** in your dance?