

ECO WARRIOR DANCE (LESSON 4)

Yr 3

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

EQUIPMENT:

Track 1: Warm-up
Track 4
Video: Destroying our Planet

Yr 3

I sometimes show simple formations when performing

I can show range of formations when performing

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

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

WARM UP

Track 1

Today we are learning **formations**. This is **WHERE** you stand in the space in relation to others e.g. side by side, square, diamond, circle, facing each other, one behind another.

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 in a different **formation** every time you change the leader?

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

Children to think of words/actions that are connected to destroying the planet; e.g. a forest fire, chopping down trees, trapping animals, polluted seas, air pollution (cars, planes, boats), habitat destruction, global warming, plastics etc.

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

Can they think about their **formations** when performing. E.g. how they stand side by side, square, diamond, circle, facing each other, one behind another.

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

1. Children to now tell a story of how our planet is destroyed; e.g. sea life caught in a net, forest fires, turtles caught in plastics, hunting of animals etc.

Watch the 'Destroying Our Planet' video. What story are they telling? Hunting and killing of animals.

Can you see the different **formations** used in the video?

Linking learning: can you see **unison**, **canon** and **pathways** in the **performance**?

The teacher gives the children time to **create** a dance based on their story. Allow approximately 15 minutes.

1. Split the class into two. One half to dance and the others to watch or, if time allows, individual groups can show their **performance**.
2. Teacher to spread out the groups and count them in to the music
3. Children can be **mini-coaches** and give **feedback** to the performers. What did they like about the **performance**?

Q&A: What different **formations** did you use today?

What story did each group tell?

4. 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 **formations**?