

ECO WARRIOR DANCE (LESSON 1)

Yr 4

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

EQUIPMENT

Track 1: Warm-up
Track 2: Musical Machinery
Video

Yr 4

I can dance in canon when performing with a group

I can dance in canon when performing with a group and show a simple movement patterns

I can dance in canon with a group and perform a range of movement patterns, showing good control

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 waste products we produce and how we could change this

https://www.youtube.com/watch?v=OasbYWF4_S8

Please note this is an external link to PPP

Warm Up

Track 1

Recap **Canon**. **Canon** is one after another - like a domino effect. Can be the same or a different move.

In pairs, **create** an energetic warm-up that increases the heart rate.

One child is the leader, the other follows in **canon**.

Moves they could use are; star jumps, lifting knees up, burpees, running on the spot etc. Switch over the leader.

1. Children to join another pair to make a group of four. Label themselves 1-4.
2. Child number 1 performs a move, then child 2 copies the same move.
3. Then the group continues in **canon** e.g.

Child 1 - star jump

Child 2 - star jump

Child 3 - star jump

Child 4 - star jump

Repeat above, however this time they perform it in **canon** with a different move e.g.

Child 1 - star jump

Child 2 - high knees

Child 3 - running on the spot

Child 4 - burpees

The children are going to work on their own to become factory machinery which makes the millions of tons of waste products created every day, such as plastic bottles, cans, boxes etc.

1. The children find a space on their own to explore the different movements you might do as factory machinery.

The teacher says the following buzz words and gives the children 30 seconds to explore each word with the music playing:

BUZZ WORDS: PUSH, PULL, CRUSH, BANG, WIND, SLICE, SQUASH.

TP: Encourage the children to use different parts of their body and different **levels**.

2. At the end of each 30 second exploration, the children choose their favourite move for that buzz word, until they have a 7 moves in total.
3. With a partner, practice your favourite moves in **canon**.

1. The children get into groups of 4-5 and show each other their 7 moves. They all watch each other and as a group decide on 4-5 of their favourite moves. Each child in the group should have a different move.

2. The group stand in a line to **create** a conveyor belt, passing their movement down the line in a repetitive pattern in **canon**.

Child 1 starts, passes to child 2, and so on.

3. Once they have started they continue to repeat their action 4 or 5 times, passing their movement down the line.

4. Each child can then switch off, until the whole group is switched off (this could be going to a squat position or hanging their upper body forward).

Make it harder: Can they perform **canon** moving their body in different **directions**?

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

The children are going to use their bodies to **choreograph** different modes of transport.

Discuss how vehicles emit fumes and gases into the atmosphere and how we could change our mode of transport to help.

1. Discuss different modes of transport e.g. cars, trains, planes etc.
2. Get the children into their groups of 4/5 and give them a different mode of transport each.
3. The children use their bodies to **create** different parts of that mode of transport. e.g. Car – one might be the seat, one might be the steering wheel, one the windscreen wipers etc.

Please note: the Video shows the children working in **unison** (at the same time)

4. They can do their actions at different times (**canon**) to make their vehicle move.

Challenge: Can they move in **canon** from their vehicle that emits fumes to a new and improved vehicle that is more (eco-friendly)?

Q&A: How have you made it eco-friendly? What have you changed?

The children are going to perform:

Activity 1: Conveyor belt dance

Into...

Activity 2: Vehicle that emits fumes/new and improved vehicle

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

1. Teacher to spread out the groups and count them in to the music.
2. Children can be **mini-coaches** and give **feedback** to the performers.

What did they like about the **performance**?

How did they show **canon**?

3. 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 fighting the battle of pollution? What is **canon**? How have we used it today?