

Learning Intention : How can you perform with timing, expression and energy in your dance?

Yr 3

Begin to perform a with a sense timing, expression and energy

Perform with timing, expression and energy

Perform with a good sense of timing, expression and energy

EQUIPMENT:

MUSIC: This is Me

Video 1

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

## WARM UP

The children will be using different **dynamic elements** (**energy, expression and timing**) throughout this lesson.

1. Children to explore walking around at different speeds. Teacher to call out the following:

**Very Slow**

**Slow**

**Medium**

**Fast**

**Very fast**

2. Children to explore walking around with different **energy**. Teacher to call out the following;

**Light, soft, relaxed, flowing, smooth, lively, strong, sharp, powerful, energetic, robotic.**

Children to think about the use of these words throughout the activities in today's lesson.

## ACTIVITY 1: This is Me! (Dance)

MUSIC: This is Me  
Video 1

Children to watch Video 1. Can they describe **HOW** the performer moves?  
(**energy, expression and timing**)

**The performer changes from powerful, sharp, strong to smooth, flowing and slow movements**

1. Children learn the dance sequence 'This is Me' – see Video 1.
2. Children get into their groups of 4 and practise the sequence together in **unison**.

**Linking learning:** Children can add some of their own movements to the 'This is Me' dance.

**Challenge:** Children create their own 'This is Me' sequence instead of using the video.

## ACTIVITY 2: This is Me: (Group Dance)

MUSIC: This is Me  
Video 1

1. The children get into their groups of 4 and practise their individual '**Greatest Me**' movements from Lesson 5, Activity 4.
2. The children now practise adding on their '**This is Me**' dance after their 'Greatest Me' movements.
3. Give the children time to practise in their groups with the music making sure they focus on **HOW** they are moving; **energy, expression and timing**.

**TP:** Try to fit the individual sequences to the beginning of the music, so the 'This is Me' dance can be performed from the chorus to the end of the song (as in Video 1).

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

Whose 'This is Me' performance did you enjoy the most and why?

Who had clear **energy, expression and timing**?

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 The Greatest Showman scheme?  
What was your favourite lesson/character?  
What have we learnt about others by performing our 'This is Me' dance?  
How did you show **energy, expression and timing** in your dance today?