

TUDOR DANCE LESSON 1

Year 3

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

EQUIPMENT:

Track 2: Greensleeves
Video
Tambourine

Yr 3

I sometimes show simple pathways when performing

I can show range of pathways when performing

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

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

WARM UP

Q&A: What are **pathways** in dance? **Pathways** are the lines or patterns traced in space by the dancers as they move. They can be straight, curved, zigzag, circular or diagonal **pathways** moving from A to B.

1. When the teacher says the command words (see below), the children explore their the different **pathways** whilst travelling with a selected move e.g:

Hop in a straight **pathway**

Hop in a curved **pathway**

Hop in a zigzag **pathway**

Hop in a circular **pathway**

Hop in a diagonal **pathway**

ACTIVITY 1: Pathways

The children are going to explore movements for people they might find in Tudor times; e.g. banquets, Henry VIII, war, travelling on horses, punishment, hunting, archery, jesters etc.

Remind children to think about **HOW** the people would have travelled. Can they think of using a different **pathway** for each of the below:

1. When the teacher pauses and calls out either; **Henry VIII, Jesters, Travelling on horses, Hunting, Sword fight**; children perform the moves and different **pathways**;

Henry VIII: Walking confidently as a King - **straight pathway**

Jesters: Entertaining the crowds; jumping, turning, spinning - **free form - any pathway they would like**

Travelling on horses: Galloping, trotting, canter - **straight, curved, weaving**

Hunting and Archery: Aiming and firing, hiding, searching - **straight, zig-zag**

Sword Fight: Lunging, thrusting sword, swiping - **forwards, backwards, side to side**

Ladies and Gentlemen: Ladies holding skirts, Men hands on hips - any **direction** or **pathway**

ACTIVITY 2: Back in Tudor Times

Track 2

Video

1. Watch the second part of the video. How do you use different **pathways**?
2. Listen to the music. Children to see if they can count to 8 and clap their hands on the count of 8.
3. Children now choose four different actions from Activity 1 remembering to show different **pathways**.
4. Children move around showing their first idea. Teacher taps the tambourine on the count of 8 and the children then move onto their next idea (on the next count of 8). Repeat this until they have shown all four ideas.
5. Teacher to choose some individuals to demonstrate good examples of moving in time to the music.

Challenge: Can they show **expression** when moving, can they change **direction**?

Linking learning: In Year 2 we used different **levels**. To **make it harder** can you add this to your dance?

ACTIVITY 3: Tudor Times

Video
Track 2

1. Children, in small groups of 4/5 to now come up with a short dance – 4 counts of 8: e.g.

- 8 counts – moving around having a sword fight
- 8 counts – having a feast at a banquet
- 8 counts – riding on horses
- 8 counts – walking around like Kings and Queens



2. Now add the music – children then continue to make up their dance with the music. **Ensure children have a good starting position for the beginning of their dance.** Choose some good examples to show the children using the **stimulus** to make a dance.

Remind children that the key focus of the lesson is **pathways**. How can they do this as a group?

ACTIVITY 4: Performance Time

Track 2

1. Each group to perform to the class or another group.
2. Children can be **mini-coaches** and give **feedback** to the performers. Did you enjoy the **performance** and why? Who had clear movements?
4. Did they show a variety of **pathways** in their performance?
4. Swap over.

Q&A: How did they show good **pathways** in their dance?

COOL DOWN

Children to move around slowly using their favourite Tudor movement.

PLENARY

How did you move in different **pathways** in your dance? How did this make your dance more effective?