

TUDOR DANCE LESSON 1

Year 4

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

EQUIPMENT:

Track 2: Greensleeves
Video
Tambourine

Yr 4

I can show range of pathways when performing

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

I can perform a range of pathways when performing with control and fluency

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

Yr 4 Key words: Improve, direction, choreograph, timing, fluency, mini coach, performance

WARM UP

In today's lesson we will recap and revisit how we can use different **pathways** in your dance.

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, diagonal, etc.

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**

Track 2

Video

ACTIVITY 2: Back in Tudor Times

1. Watch the second part of the video. How do you use different **pathways**?
2. Listen to the music (Greensleeves). 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 3 we used different **levels** and **energy**. Can you show these in your movements?

ACTIVITY 3: Tudor Times

1. Children, in small groups of 4/5 to now **choreograph** 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?

Make it harder: Use different **levels** and **energy** in your dance.

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?