# TUDOR DANCE LESSON 1

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

Year 4

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

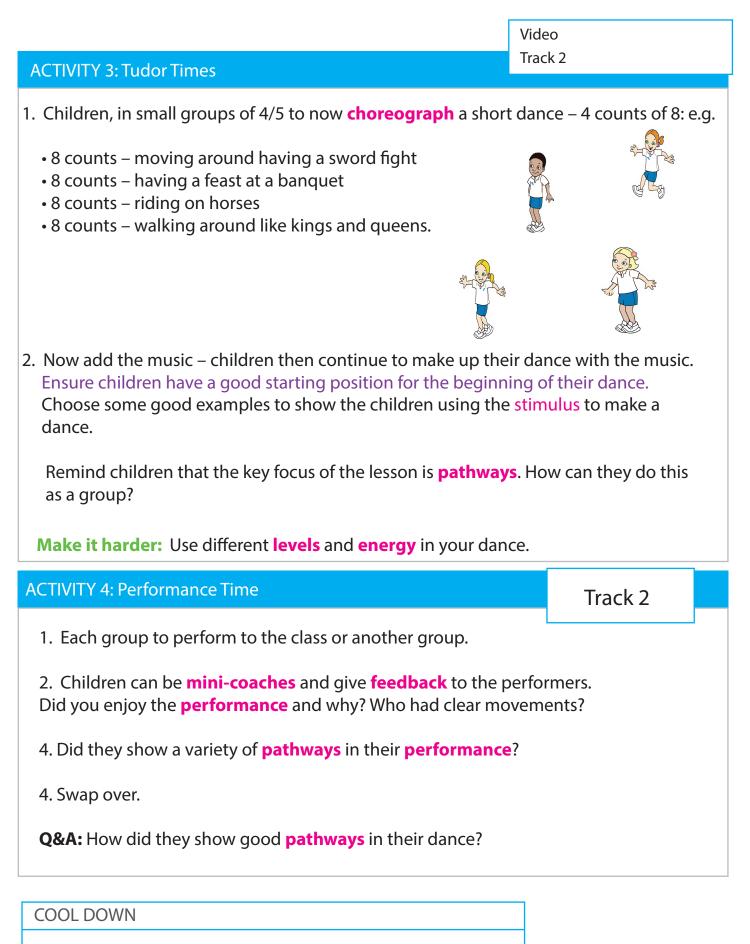
Hunting and Archery: Aiming and firing, hiding, searching - straight, zig-zag

**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
ACTIVITY 2: Back in Tudor Times	
	Video
1. Watch the second part of the video. How do you use different <b>pathways?</b>	
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?



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?

