

# TUDOR DANCE LESSON 2

## Year 3

### EQUIPMENT:

Track 1: Warm-up  
Track 2: Greensleeves  
Video

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

Yr 3

I sometimes show simple formations when performing

I can show range of formations when performing

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

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

### STARTER

Children to walk to the room as if they are in the Tudor times.  
Best walk can win a team point/sticker.

### WARM UP

Track 1

Today we are learning **formations**. This is **WHERE** you stand in the space in relation to others e.g. side by side, square, diamond, circle, facing each other, one behind another etc.

The children get into small groups and make up their own aerobic warm-up.  
Everyone in the group takes it in turn to lead a warm-up move.

Can you all stand in a different **formation** every time you change the leader?

Remember the warm-up move has to help increase the heart rate (a pulse raiser).

ACTIVITY 1: Recap Tudor Times Dance

Children to get into their groups from last lesson and recap the Tudor Times dance.

Children to show a good starting position.

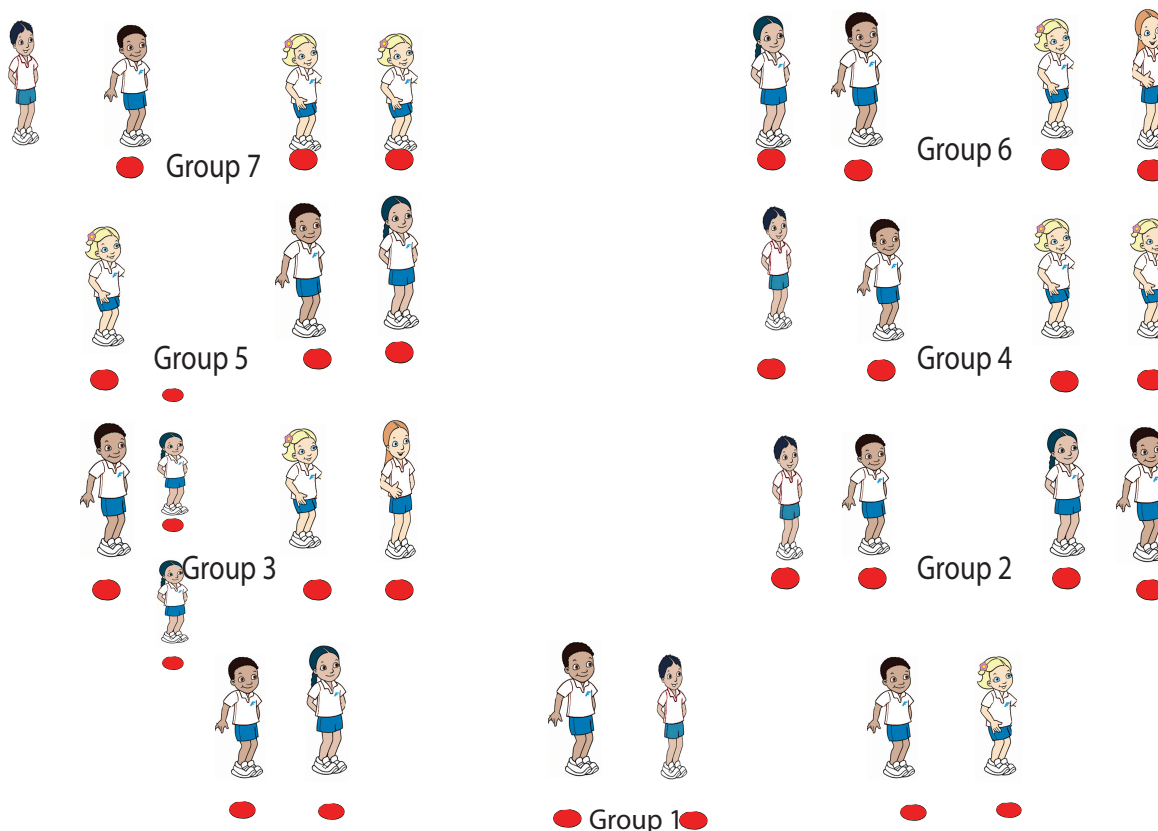
Short Tudor dance moves; 4 counts of 8.

(You can use the online video to model it to the children).

ACTIVITY 2: Walk into Promenade

Video  
TRACK 2

1. Children have 16 counts to walk into their promenade **formations** (ideally boy-girl partners). The teacher will need to think about how to group where the children will walk to.
2. They are to imagine they are walking as if they are in the Tudor times – girls holding dresses; boys acting like gentlemen standing tall.
3. Teacher can set out throw-down spots to show the **formation** of where the children need to walk to: see diagram.



### ACTIVITY 3: Promenade

TRACK 2

1. Children to walk from their groups into promenade **formations** (16 counts).
2. Teacher to then lead some basic dance steps/or use online video.
3. Children to copy.
4. Children to practise steps with their groups.
5. Children to evaluate each other; are they in time when performing?

**Q&A:** What is important to do to stay in **formation**? (It makes it look more precise). Also, are you moving with **control**, in time to the music and giving good spacing with each other. It all makes the dance more effective!

**Challenge:** Can they remember the steps on their own?

### ACTIVITY 4: Performance Time

TRACK 2

Children to perform the dance they have learned so far. They are to try and do this on their own.

1. Starting positions.
2. Tudor Times dance e.g. 4 counts of 8.
3. Walk into promenade positions (onto spots).
4. Promenade (Activity 3).

If there's time, you can split the class into two groups to watch each other perform. Or you could video the class and they could watch it back for instant **feedback**.

Did the group stay in their **formation**?

**Make it easier:** To support with the dance steps.

**Make it harder:** To lead at the front.

### COOL DOWN

Children to move around slowly using their favourite Tudor movement.

### PLENARY

Did you enjoy being a Tudor dancer? How did using **formations** make your dance more effective?

