

# TUDOR DANCE LESSON 2

## Year 4

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

EQUIPMENT:

Track 1: Warm-up  
Track 2: Greensleeves  
Video

Yr 4

I can show range of formations when performing

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

I can perform a range of formations 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**

### 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 recapping **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

TRACK 2

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

Children to show a good starting position.

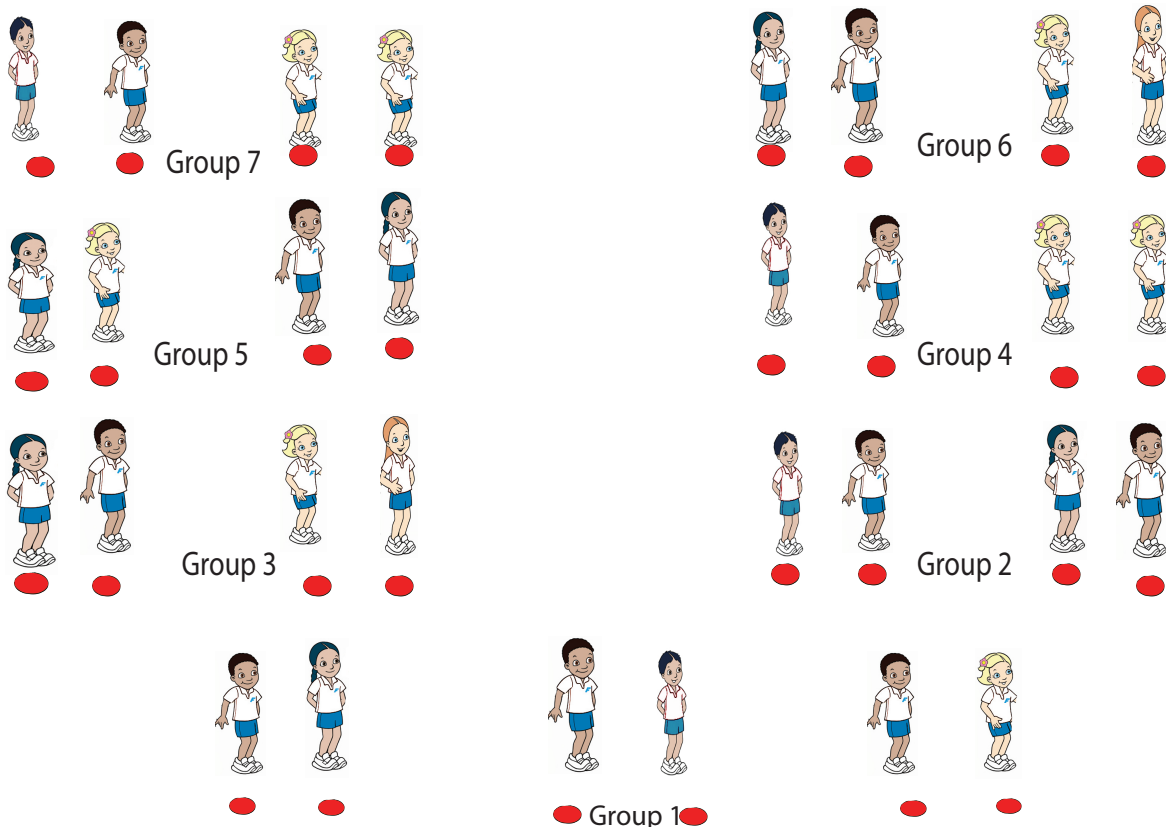
Short Tudor dance moves; 4 counts of 8.

(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.



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 and practise steps with their group in the class **formation**.

**Challenge:** Children now in their groups of 4 add new **formations** e.g. side by side, facing each other, behind one another etc.

**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!

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?