

# TUDOR DANCE LESSON 3

Year 4

## EQUIPMENT:

Track 2: Greensleeves

Track 3

Video

Learning Intention : How can you dance in **'unison'** when performing a dance?

Yr 4

I can dance in unison with a partner/group

I can dance in unison with a partner/group performing a simple movement patterns

I can dance in unison with a partner/group performing a range of movement patterns, showing control

**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 hall as if they are in the Tudor times.  
Best walk can win a team point/sticker.

## WARM UP

In today's lesson we are recapping how you can use **unison** in your dance.

**Q&A:** What is **unison**? Dancing at the same time. This can be the same movements or different movements!

1. The children to walk around, then progress to a skip, jump, gallop around the space.
2. When the teacher pauses the music and says the command word **'FREEZE'**, the children pose as if a they are a **'jester bowing'**.
3. Children to skip, gallop, roll, turn, jump in **unison** with a partner - and **FREEZE** in a **'jester bow'** at the same time.
4. Can they try this in a group of 4 moving in **unison** and **FREEZE** at the same time?

## ACTIVITY 1: Recap Tudor Times Dance

Track 2

Children to recap the dance they have learned so far.

1. Starting positions
2. Tudor Times dance - **pathways**
3. Walk into promenade positions
4. Promenade **formations**

## ACTIVITY 2: Tudor Dance with a Twist!

Track 3  
Video

**Q&A:** Remind children in today's lesson they are going to learn to dance in **unison**.

**Unison** – two or more people doing a range of moves at the same time.

Teacher to play the music to the children;

1. Teacher to show video/lead the simple steps to the music.

All the children are going to perform this part of the dance in **unison**.

2. Each individual group will move closer to each other (like in the Video).
3. Teacher to then lead some basic dance steps/or use online Video to support.
4. Practise this part of the dance a few times; remind them to try and keep **control** and move in time to the music.
5. After they have learnt this part of the dance they are ready to move onto Activity 3.

### ACTIVITY 3: Funk It Up

Track 3

1. Children to think of the dance steps they did in the Tudor times and promenade part of the dance. How can they funk it up? Can they use similar steps but make it more like a modern-day dance?
2. Children work in their small groups to make up their own dance steps – it is important during this part of the dance that they work in **unison** (all at the same time).

**Challenge:** Encourage moving in time to the music with **fluency** and **control**.

**Linking learning:** Can they bring in some different **pathways** and **formations** into their dance?

### ACTIVITY 4: Performance Time

Track 3

Children to perform the Funk It Up part of the dance (small groups – in unison).

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 for instant **feedback**.

Children can be **mini-coaches** and give **feedback** to the performers.

Whose moves did you enjoy the most and why?

Did they move clearly in **unison** together?

Swap over.

Encourage children to perform with **fluency, expression** and **control**.

#### COOL DOWN

Children to move around slowly using their favourite Tudor movement.

#### PLENARY

What did you enjoy about today's lesson? How did you work in **unison**? How did this make your dance effective?

