

TUDOR DANCE LESSON 4

Year 4

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

EQUIPMENT:

Track 2: Greensleeves
Track 3:
Video 1

Yr 4

I can dance in canon when performing with a group

I can dance in canon when performing with a group and show a simple movement patterns

I can dance in canon with a group and perform a range of movement patterns, showing good control

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

Recap **unison**; Move at the same time (same or different movements).

Recap **canon**; One after another- like a domino effect (same or different movements).

Children skip, gallop or jump around the space in a group of 4 (like follow my leader).

1. When the teacher calls out the following commands, children to perform them at the same time (this is called **unison**);

Jester - Children bow

Archer - shoot with bow and arrow

Henry VIII - Gobble their food

Horses - Children gallop on the spot

2. Repeat again, but this time as the teacher calls out the following commands, the children perform them one after another (this is called **canon**).

3. Repeat again, but this time the teacher calls out "**Different**". The children perform a different movement in **canon** one after another e.g.

Child 1 is a **Jester**

Child 2 is the **Archer**

Child 3 is **Henry VIII**

Child 2 is a **Horse**

ACTIVITY 1: Recap Tudor Times Dance

Tracks 2 & 3

Children to recap the dance they have learned so far.

1. Starting positions.
2. Tudor Times dance - **Pathways** - Track 2
3. Walk into promenade positions - Track 2
4. Promenade - **Formations** - Track 2
5. Tudor dance with a twist - **Unison** - Track 3

ACTIVITY 2: Promenade

Track 2

Teacher to lead the class promenade **formations** dance from Lesson 2 - this time in **canon**

1. Split the class into 2 groups
2. Group 1 starts the **promenade** first and Group 2 starts after Group 1 have walked forward and backwards; e.g. 'in the round' (like the London's Burning song).
3. Children to now get back into their groups of 4 and try this in their own dance.

ACTIVITY 3: Funk It Up!

Track 3
Video

1. Watch Video 1 - can they describe how the children are using **canon**?
2. Children to go back into their small groups adding **canon** to their 'Tudor dance with a twist' dance (Lesson 3). Children to remember they can have the same or different moves for **canon**.

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

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

1. Split the class into two groups. One half to dance and the others to watch.
2. Teacher to spread out the groups and count them in to the music.
3. 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 **canon** together?

Swap over.

COOL DOWN

Children to move around slowly using their favourite Tudor movement.

PLENARY

What did you enjoy about today's lesson? What was important when you performed in **canon**?