

TUDOR DANCE LESSON 5

Year 4

How can you vary your 'levels' when performing a dance?

Yr 4

I can use three levels in a dance (low medium, high)

I can perform using two different levels with a partner/group

I can perform using three levels with a partner/group

EQUIPMENT:

Track 1

Track 2

Track 3

Track 4

Tambourine

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

Track 1

Recap **levels; Levels**, in dance, is how we use different heights in the space

Low level: e.g. these **levels** are no higher than crawling under a fence.

Medium (Middle): e.g. This **level** is at waist height.

High level: e.g. movements of elevation (jumping) and reaching high

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 at a different **level** for each move?

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

ACTIVITY 1: Recap Tudor Times Dance

Tracks 2 & 3

Children to recap the Tudor Times 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
6. Tudor dance with a twist- **Canon** Track 3

ACTIVITY 2: Meet the Jester!

Ask the children to think about the role of the **'jester'**. They were clowns of olden times and their job was to entertain and make the people in court laugh. They were known as the court jester, fool or joker.

1. Teacher to shake the tambourine at various speeds. Children move around imagining they are a 'jester'.

When the teacher bangs the tambourine, they change their 'jester' move each time performing at a different **level**.

Here are some examples:

Cartwheel - high to medium **level** (ensure they are in a safe space)

Juggling - high **level** if standing, medium **level** if kneeling

Fall over - high to low **level**

Bow - high to medium **level**

Play an instrument - any **level**

Perform a magic trick - any **level**

ACTIVITY 3: The Greatest Jesters!

Track 4

1. The children get in their fours to **create** 3-6 **'jester'** movements performing at different **levels**

Linking learning: Can they add different **pathways** e.g. forward, back, side to side, circular

Make it Harder: add **unison**, **canon** and **formations**

Challenge: The children take it in turns to **create** a more interactive 'jester' act:

e.g

- a) Person 1 walks on and waves at audience, followed by person 2.
- b) Person 1 performs a trick.
- c) Person 2 plays an instrument.
- d) Person 3 acrobatic move e.g. cartwheel.
- e) Person 4 falls over.

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

1. Split the class into two. 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.

What was their favourite jester act and why?

What different **levels** did they use?

Who entertained the best?

Who made you laugh and why?

Did they use **pathways, unison, canon** or **formations**?

4. Swap over

COOL DOWN

Children to move around slowly using their favourite Tudor movement.

PLENARY

What did you enjoy about today's lesson? How did you show **levels** your **performance**?