

TUDOR DANCE LESSON 6

Year 4

EQUIPMENT:

Track 1
Track 2
Track 3
Track 4
Tambourine

Learning Intention : How can you perform with **'timing', 'expression'** and **'energy'** in your dance?

- Yr 4
Perform with timing, expression and energy
Perform with a good sense timing, expression and energy
Confidently perform with a good sense of timing, expression and energy, 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

WARM UP

Children to recap the **dynamic elements (energy, expression and timing)** throughout this lesson.

1. Children to explore walking around at different speeds (**timing**). Teacher to call out the following:

Very Slow
Slow
Medium
Fast
Very fast

2. Children to explore walking around with different **energy/expression**. Teacher to call out the following;

Light, soft, relaxed, flowing, smooth, lively, strong, sharp, powerful, energetic, robotic.

Children to think about the use of these words throughout the activities in today's lesson.

ACTIVITY 1: Energy

1. Teacher to call out the following characters. Can the children move around in time to the music and show the **energy** for each character.

Henry VIII: Walking confidently as a King - **powerful strong with continuous flowing movements**

Jesters: Entertaining the crowds, jumping, turning, spinning - **lively, sharp, strong, energetic and explosive movements**

Travelling on horses: Galloping, trotting, canter - **smooth, bouncy, flowing movements**

Hunting and Archery: Aiming and firing, hiding, searching - **powerful, sharp, strong and robotic**

Sword Fight: Lunging, thrusting sword, swiping - **powerful, sharp, strong and explosive movements**

Ladies and Gentlemen: Ladies; holding skirts, Men; hands on hips - **smooth, soft, flowing, light movements**

Remind children to use good **timing** and **expression** for each character.

ACTIVITY 2

TRACKS 2, 3 & 4

The children are now to link the two dances together. Practise how they move showing different **energy, expression and timing**.

In their groups, the children recap the dance they have learned ready for next lesson

1. Starting positions
2. Tudor Times dance - **Pathways**; Track 2 - **various energies (see above)**
3. Walk into promenade positions; Track 2 - **smooth, flowing movements**
4. Promenade - **Formations**; Track 2 - **smooth, flowing movements**
5. Tudor dance with a twist- **Unison**; Track 3 - **high energy, bouncy, powerful, robotic**
6. Tudor dance with a twist- **Canon**; Track 3 - **high energy, bouncy, powerful, robotic**
7. Jester - Track 4 - **powerful, sharp, strong and explosive movements**
8. Finishing position - Think about how you would finish the dance.

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.

Whose **performance** did you enjoy the most and why?

Who had clear **energy, expression and timing**?

Swap over.

COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk to bring their heart rates down.

PLENARY

Did you enjoy learning all about Tudor dance scheme of work?
What did you enjoy the most and why?
How did you show **energy, expression and timing** in your dance today?