

# WWII DANCE LESSON 4

Year 3

## EQUIPMENT:

Track 1  
Track 4: Mourning

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

Yr 3

I can sometimes dance in unison with a partner/group

I can dance in unison with a partner/group

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

**Yr 3 Key words: Unison, energy, canon, expression, feedback, formations, pathways**

Track 1

## WARM UP

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

**Q&A:** What is **unison**? **Unison** is dancing at the same time. The same or different movements can be used.

1. The children to walk around, then progress to a skip, jump or gallop around the space
2. When the teacher pauses the music and says the command word '**FREEZE**', the children pose as if they are a **SOLDIER** in a powerful pose.
3. Can children march/crawl/gallop in **unison** with a partner and **FREEZE** at the same time?
4. Can they now try this in a group of 4 moving in **unison** and **FREEZE** at the same time?

1. The next phase of the dance is the mourning the fallen soldiers.

Groups A and B from the previous lesson now combine as one group and move in **unison**.

Ideas for mourning the fallen:

**a) Taking the fallen soldier/soldiers from the trenches or battlefield**

- March up to the fallen
- Respectfully kneel and salute
- Carefully lift and lay down the fallen soldiers

**b) A procession to bring them home**

- March around together using different **pathways** and **directions**
- Be the aircraft bringing the fallen home

**c) Tribute to the fallen:**

- Laying the flag over the coffin
- Aiming a gun into the air and firing
- Standing side by side. Show an act of respect such as a salute, arm across chest, taking hats off etc.

**Linking learning:**

While moving in **unison**, children can think about the **levels** and **pathways** they can use.

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 **unison** together?

Swap over.

#### COOL DOWN

Children to move around slowly and stretch out their muscles

#### PLENARY

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