

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: Warm up

Track 2: Air Raid Siren

Track 3: Declaration of War

Track 4

Tambourine

Resource Card

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: What are **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 **create** their own aerobic warm-up.

Everyone in the group takes it in turn to lead a warm-up move. Can you all stand in a different **level** for each move?

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

ACTIVITY 1: Starting Position

Ask the children to think about what their ancestors lives would have been like before the war.

1. Teacher to shake the tambourine at various speeds ;

Children to move around imagining they are back in the 1930's; e.g. they could be children playing in the street, reading, sewing, working etc.

When the teacher bangs the tambourine they are to **FREEZE** (pose) in one of these imaginary roles. Repeat, but each time they should **FREEZE** at a different **level**.

Repeat this another 3 times – children to change their ideas and movements each time.

2. Teacher can choose individuals to demonstrate their ideas.

3. Children are to choose their favourite pose. This will be their individual starting position for their dance. Remember to think about the **level** they are using.



Teacher to set up the room into mini stages using throw down strips or cones.

1. Teacher to play the air raid siren.

Q&A: How does the sound of this make you feel? e.g frightened, scared etc.

How would people have reacted to this siren?

Children to move around to the siren showing their reactions and feelings.

2. In groups of four; children to now come up with the beginning of their dance (**Siren**);

a) Groups will need to be in their starting position before the siren starts.

b) Awake from their pose, react to the sound and run onto their stage on Siren 1

c) Siren 2 sounds; take shelter and **FREEZE** in their air raid shelter listening to a radio.

Ways of bringing **levels** into their dance;

Can each of the children in the group of 4 choose a different **level** of how they travel and **FREEZE** in a position.

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

Children to watch the Declaration of War video

1. Children to read and also listen to Neville Chamberlain's speech. They are going to imagine they are listening to his speech on the radio (from their last dance position).
2. Groups are to choose FIVE movements in reaction to the speech e.g. comforting their family, shock, fear, brave, crying protective of their family etc.
The children are to ensure they have low, middle and high **levels**.
3. When the key words are spoken (words highlighted on the resource card) they are to move on the word and FREEZE in a position until the next word.
4. On move SIX they all stand in any formation they want to and salute.

Challenge: to move into different **levels**

See Resource card for the key speech areas!

COOL DOWN

Children to move around slowly using their favourite WWII movement.

PLENARY

How did you use a **stimulus** to make up a dance?
What did you enjoy about making up your dance?
How did using **levels** make your dance more effective?