

WWII DANCE LESSON 2

Year 3

EQUIPMENT:

Track 1: Warm up
Track 4:
Farewell, Battle, Mourning,
Going Home

Learning Intention : How can you use different **'formations'** when performing a dance?

Yr 3

I sometimes show simple formations when performing

I can show range of formations when performing

I can perform a range of formations when performing with some control

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

WARM UP

Track 1

Today we are learning **formations**. This is **WHERE** you stand in the space in relation to others e.g. side by side, square, diamond, circle, facing each other, one behind another.

The children get into small groups and **create** their own aerobic warm-up. Everyone in the group to take it in turns to lead a warm-up move. Can you all stand in a different **formation** every time you change the leader?

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

1. Children are going to move onto the next phase of their dance. The Farewell.

Q&A: How would the family feel saying goodbye to their loved ones going off to war?
How would the soldiers feel going to war?

2. Whole group activity.

Children to create **freeze** positions (with a partner) showing an action of either the soldier going to war or a family member saying goodbye.

How can they use different **formations**?

Side by side

Facing each other

Behind one another

Teacher to ask the children to show good examples of using different **formations**.

Linking learning: Can the children add different **levels** when they **freeze**?

Children to discuss in groups how they can convey this feeling in their dance.

Farewell phase of the dance.

1. The performers are now going to work as a group of 4, however they need to split into two groups

Group A

Group B

Group A : British soldiers going off to war.

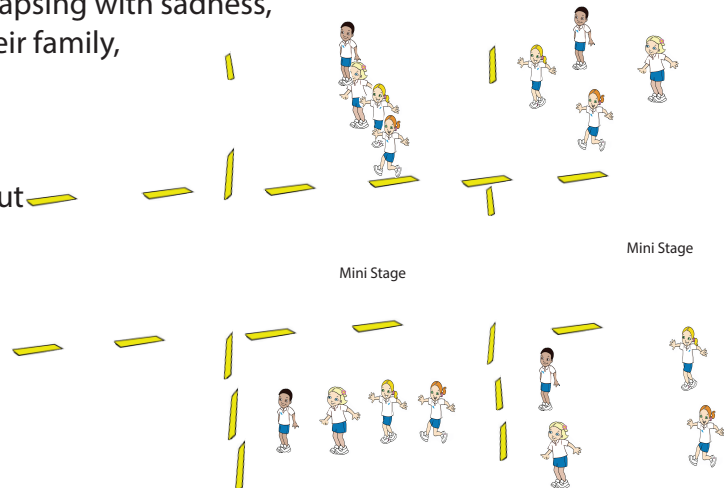
e.g. cuddle/wave family goodbye, march off proud, travelling to war, arriving at their camp etc.

Group B: Family waving farewell to the soldiers.

e.g. waving goodbye, running after them, collapsing with sadness, crying as they leave, staying strong for their family, being protective over their children.

2. Children to create their dance thinking about how they can show a variety of **formations**.

See examples of **formations**:



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.

3. Children can be **mini-coaches** and give **feedback** to the performers.

Did you enjoy the **performance** and if so why?

Who had clear movements and good use of **formations**?

4. Swap over

COOL DOWN

Children to move around slowly using their favourite WWII movement.

PLENARY

Did you enjoy creating your dance? How did using **formations** make your dance more effective?