

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

EQUIPMENT:

Track 1: Warm up
Track 4: The Battle
Tambourine
Video

Yr 4

I can show range of pathways when performing

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

I can perform a range of pathways when performing 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

Track 1

Today we are going to **recap** what **pathways** are in dance.

Pathways are the lines or patterns traced in space by the dancers as they move. They can be straight, curved, zigzag, circular, diagonal **pathways** moving from A to B.

When the teacher says the command words, (see below), the children explore their different **pathways** whilst travelling with a selected move, e.g hop;

Hop in a straight **pathway**

Hop in a curved **pathway**

Hop in a zigzag **pathway**

Hop in a circular **pathway**

Hop in a diagonal **pathway**

ACTIVITY 1: Pathways

1. Children are going move onto the next phase of their dance; The Battle (showing different **pathways**)

Discuss with the children what would have happened during a battle.

How they could convey this in their dance?

Remind them they are to show different **pathways** in their dance.

Can they use the whole stage?

2. Group Activity (on their own stages)

Teacher to shake the tambourine and children are to move around in time to it. Children to choose a move they relate to a battle e.g. move like an aeroplane, shooting etc.

How can they use different **pathways** on their stage?

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

ACTIVITY 3: Battle (showing different pathways)

Track 4
Video

1. The next phase of the dance is the battle which is where the children will be travelling using different **pathways**.

Children to watch the Video as an example. Can you see what different **pathways** they use?

Group A : Continue as the British soldiers fighting in the battle

Group B: Become the Nazi's fighting in the battle

2. Children to **choregraph** their own dance to include different **pathways** depending on their action e.g.

Moving around like an aeroplane - **zig zag, circles**

- Infantry crawling along the ground into the trenches - **straight line or zig zag**
- Shooting battle on the ground - **free form - any pathway**
- Becoming injured during the battle - **straight line**

Children to remember to move in time to the music. How can they show a variety of **pathways** across their stage in the battle?

Linking learning: Children to think about how they could use **formations and levels** e.g. **formation** - V shape - like the Red Arrows

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

ACTIVITY 3: Performance time

Track 4

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. Did you enjoy the **performance** and why? Who had clear movements?

4. Did they show a variety of **pathways** in their **performance**?

4. Swap over.

COOL DOWN

Children to move around slowly using their favourite WWII movement.

PLENARY

How did you move in different **pathways** in your dance? How did this make your dance more effective?