

WWII DANCE LESSON 6

Year 4

EQUIPMENT:

Track 1 Warm up
Track 2: Air Raid Siren
Track 3: Declaration of War
Track 4:
Farewell, Battle, Mourning,
Going Home
Video

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

TRACK 1

The children will be using different **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.

1. Take Shelter: Children to watch the Video from Lesson 1. Can the children describe **HOW** they move? (**Energy, expression and timing**).

Energy/expression - powerful, strong, with continuous flowing movements

Timing - Fast

2. Declaration of War: Children to watch the Video from Lesson 1. Can the children describe **HOW** they move? (**Energy, expression and timing**).

Energy/expression - hand gestures and held positions are powerful, sharp, strong and robotic.

Timing - slow

Now the children have watched the Videos above, can they discuss what **energy** is needed for each section of their dance (see examples given in Activity 2).

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

Children in their groups to recap the dances they have learned so far;

1. Starting positions
2. Air Raid; Track 2 - powerful, strong, with continuous flowing movements
3. Declaration of War; Track 3 - powerful, sharp, strong and robotic.
4. The Farewell; Track 4 - smooth, soft, flowing movements
5. The Battle; Track 4 - powerful, sharp, strong and explosive movements
6. Mourning; Track 4 - smooth, soft, flowing movements
7. Going Home; Track 4 - smooth, soft, flowing movements

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**?

Who performed with **fluency, expression** and **control**?

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 WW2 scheme of work?
What did you enjoy the most and why?
How did you show **energy, expression and timing** in your dance today?