

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

Equipment:

Music: This is Me

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**

## STARTER

Share the video 'This is Me' with the class: <https://www.youtube.com/watch?v=CjxugyZCfuw>  
(Please note this is an external link to PPP)

3. Discuss what the message in the song is about – (respecting and accepting that everyone is different, unique and special and being proud of who you are).
4. Ask the children what makes them an individual and what they are proud of.

## WARM UP

Music: This is Me

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

**Q&A:** What is **unison**? Dancing at the same time. This can be the same movements or different.

The children get into small groups and make up their own aerobic warm-up. The children all perform the moves in **unison**.

The warm-up move has to help increase the heart rate (a pulse raiser).  
E.g. marching to the music, box step, jumping jacks, star jump etc.

## ACTIVITY 1: The Greatest Me! (Individual creativity)

MUSIC: This is Me

1. Children think of 4-6 things that make them an individual and **create** a movement for each. (This could be linked to their personality, hobbies, cultures, talents, things they are proud of etc).

**Make it easier:** If not so confident, children can pair up with a partner or discuss in their group.

**Make it harder:** Children link their movements together by adding transitional dance movements in-between so it is a longer sequence e.g. turn, jump, travel, roll, slide etc.

## ACTIVITY 2: The Greatest Me! (Group Dance)

MUSIC: This is Me

1. The children get into their groups of 4 and perform their individual movements in **unison** (at the same time) to from Activity 1.
2. The children choose a **formation** to stand in e.g. circle, semi-circle, diamond, line, side by side.

### Linking learning:

Can the children try this in **canon** to come into the middle OR forward to perform their dance as a solo.

If the children stand around, e.g. in a circle, can they all move in **unison** e.g. side step and clap in **unison**?

1. Split the class into two. One half to dance and the others to watch.
2. Teacher to spread out the groups and counts 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 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 performing a dance about yourself?  
What are you most proud of?  
What have we learnt about others by performing our 'This is Me' dance?