

dance notes lesson plans

Key Stage 2

Tudors



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Dance

Key Stage 2

Lesson Plan for Key Stage 2 Dance

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Objectives:

- Compose within small groups and with a partner
- Perform dance with control
- Select & apply movements within rhythmic and spatial patterns
- Begin to understand that dances reflect cultural and historical context
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The 4 Strands of the National curriculum:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Knowledge and Understanding of Fitness and Health
- Evaluating and Improving Performance

Unit Contents:

Week 1: Introduction to Tudor Dances

Week 2: Unison

Week 3: Setting the Dance

Week 4: Evaluate & Improve

Week 5: Performance Skills

Week 6: Rehearse & Perform

Tracks Used *(click on links below to audition)*

- ◀ ["Arthur's Feast"](#) *(Dance Notes Volume 3)*
- ◀ ["Banquet Dance"](#) *(Dance Notes Volume 1)*
- ◀ ["Promenade"](#) *(Madmusik library)*

Week 1: Introduction to Tudor Dances

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Starter ◀ ["Arthur's Feast"](#) ◀ ["Banquet Dance"](#)

Listen to the music and imagine being in a banquet Hall in Tudor times. What types of movement would you make? How would you be able to move in the costume worn in that time?

Warm up ◀ ["Arthur's Feast"](#)

Create warm-up using movement ideas from the discussion.

E.g.: Stand alone facing front with hands by your side, slightly bend knees, look at floor then look up, walk forward 3 steps and feet together, 3 steps back and feet together. Look right, look left.

Swords were often worn by men and women wore long skirts, if we imagine this, how does it alter the quality of our movement? What hand gestures can we add?

Main ◀ ["Banquet Dance"](#)

A Begin by facing a partner and create a Duet consisting of 4 moves each. Use any of the moves already chosen by class or create own.

Can we perform any of the movements low or high?
Can we make the movements bigger?
Partners can move in unison or 'call & response'.

B Watch three or four groups at a time.

Praise good movement ideas, good use of levels and clear movements.

C After feedback. Evaluate and improve duets.

Cool Down ◀ ["Promenade"](#)

Consolidate warm-up by repeating in slow motion.

Key Vocabulary:

analyse, interpret, gesture, duet, unison, question & answer

Week 2: Unison

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Starter

Re-cap last lesson.

Warm up ◀ ["Arthur's Feast"](#)

Can we add more movements to our warm-up?

E.g. turns, jumps, sword movements.

Main ◀ ["Banquet Dance"](#)

A Create a floor pattern around the hall.

E.g. a whole-class circle, with boys on the outside, girls on the inside; finding a partner and holding hands or linking arms, moving closer and away from each other, in rows of 8 or 4 and performing in perfect unison.

B Revise partner dance from last week.

C Can we travel from the whole-class formation to a space with our partner to perform duet to end the lesson?

Cool Down ◀ ["Promenade"](#)

Consolidate warm-up by repeating in slow motion; can the movements be extended and stretched?

Key Vocabulary:

duet, unison, repetition, travelling, turn, jump.

Week 3: Setting the Dance

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Starter

Re-cap last lesson.

Warm up ◀ ["Arthur's Feast"](#)

Perform the warm up from last week together and then develop by travelling (skipping, galloping, leaping) into different spaces and performing in our own time.

Main ◀ ["Banquet Dance"](#)

A Re-cap formations made last week.

B Whole class to decide on a travelling movement that results in partners being either side of the Hall.

C Each partner stands either side of the room facing their partner. When everyone is ready, travel to partner. Wait until everyone is still in start position before beginning duets. Hold end positions still.

Cool Down ◀ ["Promenade"](#)

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into floor.

Key Vocabulary:

communication, gesture, unison, repetition, action & reaction, question & answer, travelling, skip, gallop, leap.

Week 4: Evaluate & Improve

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Re-cap last lesson.

Warm up ◀ ["Arthur's Feast"](#)

Repeat last week's warm-up and set to 24 counts

Main ◀ ["Banquet Dance"](#)

A In fours, create a group dance using any of the movements used before.

Develop movements by using changes of level, speed, direction and formation.

B Each group teams up with another to share and evaluate each other's work and improve.

Cool Down ◀ ["Promenade"](#)

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into floor.

Key Vocabulary:

evaluation, communication, gesture, unison, repetition, action & reaction, question & answer, level, speed, direction, formation

Week 5: Performance Skills

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Starter

Re-cap last lesson.

Warm up ◀ ["Arthur's Feast"](#)

Repeat 24-count warm-up

Main ◀ ["Banquet Dance"](#)

A Re-cap group dances from last lesson.
Add to dance.

B Discuss performance skills, intention and meaning, high-quality performance.

C Practise and whole class evaluate & improve.

Cool Down ◀ ["Promenade"](#)

Stand and take deep breath and hang torso over straight or slightly bent legs.
Bend legs and come to stand and repeat.

Key Vocabulary:

performance, intention, quality, evaluate

Week 6: Rehearse & Perform

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Starter

Re-cap structure of dance; discuss high-quality dance and performance skills.

Warm up ◀ ["Arthur's Feast"](#)

Lasting 24 counts.

Main ◀ ["Banquet Dance"](#)

A Rehearse Dance

B Teacher to evaluate. Rehearse

C Whole class evaluate & improve.

D Perform whole dance.

Cool Down ◀ ["Promenade"](#)

Stand and take deep breath and hang torso over straight or slightly bent legs.
Bend legs and come to stand and repeat.

Key Vocabulary:

evaluate, rehearse, improve, perform