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Year 4 "Sound" Dance scheme. Required music

Music

This scheme uses the following music:

Lesson 1:

Chopin, raindrop prelude
Bacharach, Raindrops keep falling on my head

Lesson 2:

Anon, Hip Hop rap beat
Anon, Hip Hop Drum Lo

Lesson 3:

Jerry Lee Lewis, whole lotta shaking going on

Lesson 4/5/6:

John Williams, Harry Potter soundtrack
John Williams, Indiana Jones theme

Other music

John Williams - Star Wars Main Theme
The Imperial March (Darth Vader)
Chopin - Etude -Revolution
John Williams – Cavatina
Jerry Lee Lewis - Johnny B. Goode

Each of the pieces provide a full track to develop particular skills in each lesson,
and a medley track for putting the whole dance together at the end of the unit



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Lesson 1: How do sound waves move?

Lesson focus / in class preparation	Warm-up activities	Main lesson: Learning objectives	Main lesson: Activities	Outcome by lesson end
<p>How do sound waves move? Discuss the “ripple” nature of sound waves (following up on sound work in class) by describing how a sound is similar to a pebble being dropped in pond. Use images from smartboard gallery on soundwaves (or other sources) to emphasise this. Ask children to draw a sound wave picture coming from a musical instrument e.g. radiating away from the face of a guitar or skin of a drum</p>	<p>Tell children how waves in the sea are made by water moving up and down. Also talk about how they crash on the shore. Ask them to move about the room in and out of one another (without colliding) to show the path of water and respond to these key prompts: Deep water (big, slow up and down movements) Shallow water (low movements on floor e.g. wriggling) Land ahoy! (Sailor freezing and looking at land with knee on other child’s back) Here come the rocks! (Crashing to the floor and tumble to a stop – EMPHASISE SAFETY)</p>	<p>Music: - <i>Chopin- Raindrop prelude</i> - <i>Raindrops keep falling on my head</i></p> <p>Pupils will learn how to improvise freely on their own and with a partner in response to the sound waves theme.</p>	<p>Recap on pond ripple analogy and tell children that we are going to use “raindrop” music to pretend that they are water molecules floating around gently until the raindrops come to make them move apart in ripples in the same way as soundwaves – focus on slow, rippling movements. Ask them to make groups of three to create a partnered dance representing rainfall e.g. one person acting as raindrops, others as ripples. Finish by recapping on how this is similar to how soundwaves work. Cool down Listen to “Raindrops keep falling on my head” and respond to the music – can children come to stop as song ends?</p>	<p>Pupils will have created a “raindrop” dance to symbolise the movement of a sound wave.</p>



Lesson 2: How does the eardrum work?

Lesson focus / in class preparation	Warm-up activities	Main lesson: Learning objectives	Main lesson: Activities	Outcome by lesson end
<p>How does the eardrum work? Teach how the eardrum works by responding to high/low pressure from the sound wave – high = an inward push, low = an outward pull. Ideas for development: 1) Ask children to role play in small groups a sound wave being generated and then pushing/pulling on an ear drum. 2) Ask children to design a drum for a specific purpose, to produce a specific sound e.g. high or low, loud or quiet.</p>	<p>Recap how soundwaves make the eardrum move inwards or outwards.</p> <p>Demonstrate how percussion music can be created by beating a simple rhythm on the body. Ask children to walk around room in rhythm with a hand clap then to freeze when I stop. Then to respond to a rhythm I beat on my body with the same rhythm on theirs. Repeat and vary beat etc.</p>	<p>Music: - <i>Anon, Hip Hop rap beat</i> - <i>Hip Hop Drum Lo</i></p> <p>Pupils will learn to create a more complex sequence of movements by themselves and with a partner.</p>	<p>Play <i>Anon, Hip Hop rap beat</i> and discuss the different kind of drums and change in beat. Also explain that this is an example of a hip hop song and that drums feature very heavily. Ask children to try to create their own sequence of movements that respond to the music. Pair up or in threes, then repeat exercise. Can children use the whole space e.g. high, low, narrow, wide?</p> <p>Cool down Play “<i>Hip Hop Drum Lo</i>”and children to respond to music by beating a rhythm on their bodies – can they match the beat of the drums as they change? Repeat for standing still and moving around room.</p>	<p>Pupils will have created a “hip-hop dance” and become aware of how their bodies (or any surface) can be used to create percussion.</p>



Lesson 3: How do the hammer, anvil and stirrup work?

Lesson focus / in class preparation	Warm-up activities	Main lesson: Learning objectives	Main lesson: Activities	Outcome by lesson end
<p>How do the hammer, anvil and stirrup work? Discuss early rock and roll and how it's main intention was to get people moving (e.g. link with movement in ear). Read quote by Jerry Lee Lewis - "<i>Just point me to the piano and give me my money. In fifteen minutes I'll have 'em SHAKIN', SHOUTIN', and SHIVERIN',</i>" and talk about the differences/similarities of this with modern pop music – ask children to go online and try to find information about early rock and roll.</p>	<p>Recap last lesson on body percussion and explain how we are going to extend by mimicking the functions of the hammer, anvil and stirrup.</p> <p>Explain how a blacksmith uses a hammer to form metal on an anvil. Split the class into boys and girls and start the children moving around the room to a hand-clap beat. Tell the boys to start as anvils (shaking/vibrating around the room) and the girls to start as hammers (hammering motion in time to beat). Then to swap roles on command.</p>	<p>Music: - Lewis, <i>Whole lotta shaking going on</i></p> <p>Pupils will learn to create a more complex sequence of movements by themselves and with several partners.</p>	<p>Play <i>Whole lotta shaking going on</i> and talk about how this relates to the vibration of the stirrup in the ear. Talk about early rock and roll's emphasis on movement and ask children to respond to the music individually. Explain how rock and roll was also about dancing together and ask children in groups of 4 to come up with series of dance steps to match the song.</p> <p>Cool down Perform dance to whole song.</p>	<p>Pupils will have created a group dance with movements to match the song.</p>



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Lessons 4 and 5: What is pitch and how is varying pitch used to create mood in music?

Lesson focus / in class preparation	Warm-up activities	Main lesson: Learning objectives	Main lesson: Activities	Outcome by lesson end
<p>What is pitch and how is varying pitch used to create mood in music?</p> <p>Ask children to investigate pitch using the web site http://www.sfskids.org/pitch activity (by going to site map / the music lab / pitch) and pull back key points in class e.g. that all sounds can be placed on a pitch scale of high/low and that e.g. higher sounds on a piano are placed on the right hand side of the scale. Higher sounds on a guitar are made by shortening the string with the finger.</p> <p>Also, watch Harry Potter and make a list of key events in preparation for dance work.</p>	<p>Ask children to move around room using these commands – high/low fast/slow, in response to the tapping of different piano keys – can they match the pace and pitch of the note e.g. fast high note would be a fast, high movement.</p>	<p>Music:</p> <ul style="list-style-type: none"> - <i>Harry Potter theme tune</i> - <i>Indiana Jones theme</i> <p>Over 2 weeks- Pupils will learn how to create a narrative dance to accompany a piece of music.</p>	<p>Play <i>Harry Potter theme tune</i> and discuss how a range of pitches and tempo in film music are often used to create excitement and suspense. Discuss what parts of the music relate to which parts of Harry Potter’s story and Ask children to create a dance based on a certain scene in the first Harry Potter film. In groups, choose a certain scene from the film (identified in class) and create simple dance.</p> <p>Cool down</p> <p>Keeping film link, play <i>Indiana Jones theme</i> and ask children to move around room being film heroes e.g. swinging from ropes, climbing mountains, fighting villains</p> <p>NOTE: this can also be used for extension lesson on film narratives and pitch</p>	<p>Pupils will have created a narrative dance to match the piece of music.</p>



Lessons 6/7/8: Putting it all together

Lesson focus / in class preparation	Warm-up activities	Main lesson: Learning objectives	Main lesson: Activities	Outcome by lesson end
<p>Putting it all together Play music in class and recap on the features of all the dances we have learned, linking with Science work on the ear. Can children remember the different dances we did for each function?</p> <p><u>Other links</u></p> <p>Use the san Francisco web site and the “top of the pop” software to allow children to play with sound and learn more about the different ways in which it is produced.</p>	<p>Ask children to choose favourite warm-up activity from over course of unit and use/adapt/extend.</p>	<p>Music: - <i>Unit Medley</i></p> <p>Over 2/3 weeks- Pupils will learn how to combine all of their dances into one coherent dance.</p>	<p>Break the unit medley into workable sections and gradually build together the smaller dances into one dance.</p> <p><u>Cool down</u> Ask children to choose a favourite piece from unit and cool down to it.</p>	<p>Pupils will have created a coherent dance to match the music from the whole unit.</p>



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