

FARANDOLE (1) - Jig

LESSON 1

UNIT: English Country Dance

YEAR 4

Resources:

CD player.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD *Outside of the Square* by Dave Brown.

Music for the warm-up such as *'Jimmy Ward's/Wall of Liscarroll/ Have a drink with me-* Jigs from the CD *The Fiddler Round the Fairy Tree* by Sue Stapledon.

DVD of the film *Shakespeare in love*.

Flashcard from the document *Flashcard dance*.



Key words:

- *figures*: snake, arches;
- *shapes-formations*: circle, line;
- *steps*: walk;
- *music elements*: beat;
- *movement*: turn around.

TEACHING ACTIVITIES

WARM-UP

Part 1. Counting groups of 8 beats.

Start by asking the children to make a circle. If necessary tell them and model 'step back a bit' in order to spread the circle out. Ensure the children stand still, *'Everybody stand still. Hands by your side'*.

Some children may have difficulty to perform the steps to the beat. Encourage them to practise, as in "follow my leader" :

- 'Clap hands for 8 beats. I'll count, you go!'
'Clap, 2,3,4,5,6,7, and stop!'
- 'Pat your shoulder for 8 beats. I'll count, you go!'
'Pat, 2,3,4,5,6,7, and stop!'
- 'Turn around on the spot for 8 beats. I'll count, you go!'
'Turn 2,3,4,5,6,7 and stop!'
- 'Turn around the other way for 8 beats. I'll count, you go!'
'Turn 2,3,4,5,6,7 and stop!'

Now ask the children to practise the sequence with no pause in between the actions. Children stand still and listen to the introductory counting.

'Try again. I'll do the counting. Listen'

- 1,2,3,4,5,6, off you go!
- Clap, 2, 3, 4, 5, 6,7 and pat
- 1,2,3,4,5,6,7 and turn
- 1,2,3,4,5,6, the other way
- 1,2,3,4,5,6,7 and stop! Stand still!

Then repeat the sequence to the music, twice. Children stand still and listen to the instructions:

- 'Let's do it to the music.'
- 'Wait for the introduction'.
- 'Listen carefully.'

- 'I'll do the counting. Off you go'.

Proceed like the previous activity.

The second time get them to change the move every eight beats using only the word '*Change*' to prompt them to perform the next action.

DANCE: 'Farandole'

♪ Preparation

Everyone hold hands in lines of six to eight using a loose, low hand hold so that twisting under arches can be accomplished but without completely letting go of hands. The leader is at the left hand end of the line with a free left hand. The essence of the dance is to make floor patterns. Wherever the leader goes, all follow.

To begin with, the leader winds around the room encouraging everyone to join on the end of the line. The person joining the line offers their left hand to the one already in the line.

♪ Dance

Introduce 'the snake'. The teacher will be the leader of one of the lines and will trace a serpentine way through the room so that lines of dancers are passing in opposite directions. Ask them to try making an interesting pathway or curving pattern as they walk, emphasising leading around other lines.

To finish the first figure lead everyone into a circle.

Sit everyone down while you explain the children how to change the leader: the first two dancers make an arch, and the others walk through, one of whom becomes the new leader; the first dancers then join the end of the line (see the figure on document '*Flashcards dance*').

Introduce the next figure: 'the arches'. The lines should be not too long. The leader can turn back, and without letting go, duck through the arch formed by the arms of numbers 2 and 3 in the line, then continue, systematically, weaving in and out, under all the arches (see figure on document '*Flashcards dance*'). The dancers will have to stop and when the leader emerges at the other end, they will have to wait until all the arches are completed before moving off again.

Another way to start the arches is for the leader and number 2 in the line hold up hands to indicate arches, to communicate the next move to everyone. The leader and number 2 must then drop their arch to start the movement. If the line is very long, the leader should only choose a few arches to pass under. Dancers need a loose hand hold so they can twist and turn easily under the arches. If they hold too tight it can be quite painful.

CLASSROOM REVIEW / FOLLOW-UP

An extract from the DVD of *Shakespeare in Love* (particularly the court dance scene) might give the class a visual understanding of the costume, the dance formations and the elegance of court dances.

FARANDOLE (2) - Jig

LESSON 2

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars in 'Outside of the Square' by Dave Brown.

Music for the warm-up such as

- 'Jimmy Ward's/Wall of Liscarroll/Have a drink with me - Jigs from the CD 'The Fiddler Round the Fairy Tree' by Sue Stapledon.
- 'Tommy People's/ Bush on the Hill/ Vincent Campbell's'- Jigs 'The Fiddler Round the Fairy Tree' by Sue Stapledon.

DVD of Emma or Pride and Prejudice.

Flashcards from the document '*Flashcards dance*'.

Key words:

• *figures*: snail; • *shapes-formations*: circle, line; • *steps*: walk; • *music elements*: beat.

TEACHING ACTIVITIES

WARM-UP

Part 1. Beats in a musical phrase.

Remind the children of what they practised in lesson 1 and ask them to try again.

Part 2. Beats in a musical phrase.

Then ask the children to face the partner. You might proceed as follows:

- 'Face your partner.'
- 'Hold right hands.'
- 'Shake right hands for 8 beats. Go!! 1,2,3,4,5,6,7,and stop!.'
- 'Hold left hands. Shake left hands for 8 beats. Go!! 1,2,3,4,5,6,7, and stop! Hold it.'
- 'Join both hands and shake for 16 beats. Go!! 1,2,3,4,...,16.'
- 'Stop. Stand still!'
- 'Try all over again.'

Ask the children to practise to the music, twice. Children stand still and listen to the instructions:

- 'Let's do it to the music.'
- 'Wait for the introduction.'
- 'Listen. Off you go!'
- 'Right hands, 1,2,3,4,5,6 and left hands.'
(7) (8)
- '1,2,3,4,5,6 both hands.'
(7) (8)
- '1,2,3,4, keep shaking... 15, and stop!'
- 'Stand still.'
- 'Try again.'

DANCE: 'Farandole'

♪ Preparation

Everyone hold hands in lines of six to eight using a loose, low hand hold.

♪ Dance

Introduce a new figure: 'the snail or maze'. Explain that the leader takes the line into a spiral, like a snail shell. Show picture card from document 'Flashcards_dance'. The leader leads the line clockwise, but just before the circle is complete lead inside the line of dancers, making the spiral pattern. It's fun just getting tighter with everyone thinking they are going to get stuck, but there are several ways of escaping. Once in the spiral, everyone pauses and walks on the spot. The leader, then everyone in the line, turn around. They lead out the way they came in (see the figure on document *Flashcards dance*. The end person becomes the new leader to lead the line into a new space.

Another way is for the leader to use their leading hand and gently push up the arms of the dancers chosen to make arches, for the line to escape. Don't rush this; do it slowly and eventually it will all unwind.

Introduce the figure: 'thread the needle'. This allows a change of leader. The first dancer must indicate to the second in the line, that they must make an arch and drop hands with the rest of the line. The third dancer now becomes the new leader and when everyone has passed under the arch the old leader and the old number 2 join on the end of the line as it goes by (see the figure on document *Flashcards dance*

An alternative is for numbers 3 and 4 to pass under the arch and do as the leader and their partner have done, making a new, second arch for the rest of the line to pass under. Pairs continue to make arches after passing under the line until no one is left, when the last in line takes over as the leader and reconstitutes the snake from the other end. Try this at first when the line is still.

CLASSROOM REVIEW / FOLLOW-UP

An extract from the DVD of *Emma* might give the class another visual understanding of the costume, the dance formations and the upper-class dances.



FARANDOLE (3) - Jig

LESSON 3

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD 'Outside of the Square' by Dave Brown or *Jesucita en Chihuahua in 'Heatin' up the hall'* by Yankee Ingenuity.

Music for the warm-up such as

- *Jimmy Ward's/Wall of Liscarroll/Have a drink with me* - Jigs from the CD 'The Fiddler Round the Fairy Tree' by Sue Stapledon.
- *Tommy People's/ Bush on the Hill/ Vincent Campbell's-* Jigs from 'The Fiddler Round the Fairy Tree' by Sue Stapledon.
- Flashcards from the document '*Flashcards dance*'.

Key words:

• *figures*: over the top, through the tunnel; • *shapes-formations*: circle, line, in pairs; • *steps*: walk; • *direction*: forward, backwards; • *music elements*: beat.

TEACHING ACTIVITIES

WARM-UP

Part 1. Beats in a musical phrase.

Remind the children of what they practised in lesson 2 and ask them to try again.

Part 2. Beats in a musical phrase.

Now ask the children to get into lines, facing to the teacher. Ensure that children stand still: '*Everybody stand still, hands by your side.*'

Instruct them to walk forwards and backwards to get back to place. It will take a total of 16 beats (8+8):

- Forward 2, 3, 4, 5, 6, 7, backwards 1, 2, 3, 4, 5, 6, 7 and stop!
- Try again.
- Forward 2, 3, 4, 5, 6, 7, backwards 1, 2, 3, 4, 5, 6, 7 and stop!
- 'Stand still.'

After practising twice ask the children to practise to the music. Children stand still and listen to the instructions.

- 'Let's do it to the music.'
- 'Here's the music.'
- 'Wait for the introduction.'
- 'Listen.'
- 'Off you go!'
- Forward 2, 3, 4, 5, 6, 7, backwards 1, 2, 3, 4, 5, 6, 7 and stop!
- Try again.

Then help them step to the right for 8 beats and to the left for 8 beats. It takes a whole phrase of

music. 'Everybody stand still, hands by your side.'

- 'To the right 2, 3, 4, 5, 6, 7 left 1, 2, 3, 4, 5, 6, 7, and stop!'
- 'Try again.'

Encourage them to practise it to the music. Children stand still and listen to the instructions.

- 'Let's do it to the music.'
- 'Here's the music.'
- 'Wait for the introduction.'
- 'Listen.'
- 'Off you go!'
- 'To the right 2, 3, 4, 5, 6, 7 left 1, 2, 3, 4, 5, 6, 7, and stop!'
- 'Try again.'
- 'Stop. Stand still!'

DANCE: 'Farandole'

♪ Preparation

Everyone hold hands in lines of six to eight using a loose, low hand hold.

♪ Dance

Introduce a new figure: 'over the top'. In pairs, leading round the room, the leader and their partner turn back to make a single handed arch and go over everyone's heads. Each pair follow the leaders over the top until the line has been turned inside out (see the figure on document *Flashcards dance*).

Introduce a new figure: 'through the tunnel'. Continue in pairs holding hands. This time the leaders turn back to duck underneath the arms of the pair behind, immediately followed by the next pair, and so on until all have completed this move (see the figure on document *Flashcards dance*).

From here the leader can go into a double circle to start a dance in that shape, return to a single circle.



THE BIG SET (1) - Jig

LESSON 4

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Major Mackie's/ Stockton's Jig/ Cock o' the north* in 'Fiddle Away' by The Old School Band.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks

Coloured bands.

Flashcards from the document '*Flashcards dance*'.

Key words:

● *figures*: right/left hand turn/two-hand turn; ● *shapes-formations*: double circle, square, line, in pairs; ● *steps*: walk; ● *direction*: turn round/right, back away, forward, backwards; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Beats in a musical phrase

Remind the children of what they practised in session 3 and ask them to try again.

Part 2. Musical phrases: A1, A2, B1, B2.

Divide them into three lines shaping three sides of a square and the teacher being the fourth side. Each child in line will be given a coloured band to wear, and will be referred to as *Reds*, *Greens* and *Yellows*, for instance.

Each line will dance, in turns, to a phrase of music:

- *Reds* will clap their hands for 8 beats and then will pat their shoulders for 8 beats. It will take a whole phrase of music, 16 beats.
- *Greens* will turn around for 8 beats and will turn the other way for 8 beats. It will take a whole phrase of music, 16 beats.
- *Yellows* will step forward and backwards for a total of 16 beats (8+8). It will take a phrase of music.
- Teacher will step to the right first and to the left for a total of 16 beats (8+8).

Then ask them to move lines to the right. Now *Reds* will perform the turn around; *Greens* the step forwards-backwards, *Yellows* to the side and *the teacher* the clapping and patting.

Ask them to change sides again, to the right. Now they dance the new action.

Finally, they will practise to the music, twice.

For *teacher instructions* see lessons 1 and 3.

DANCE: 'The Big Set'

♪ Preparation

Ask the children to come onto the floor. Tell them to find a partner. Make two circles. The ones on the inside will be given a green band to wear; the ones on the outside will be given a red band to wear. They will be referred to as the two different colors: 'Put your hands up all the *Greens*. Drop your hands. Put your hands up all the *Reds*. Drop your hands.'

♪ Dance

Introduce the figure for musical phrase A1, the '*Right and Left hand turns*'.

A1: Let's practise the first figure.

Musical phrase A1(beats 1-16): " Hold right hands. Turn all the way round (or turn right, 2, 3, 4 and back away). Drop hands."
" Hold left hands. Turn all the way round (or turn left, 2, 3, 4 home again). Drop hands."

- Let's do it again.

Musical phrase A1(beats 1-16): " Hold right hands. Turn all the way round / or turn right, 2, 3, 4 and back away. Drop hands."
" Hold left hands. Turn all the way round / or turn left, 2, 3, 4 home again. Drop hands."

- The figure is called "**Right and left hand turns**" (see the figures on document *Flashcards dance*).
- That takes a whole phrase of music.
- Now, we'll dance the "*Right and left hand turns*" to the music.
- Wait for the introduction.
- Listen
- Off you go!

Then, introduce the figure for musical phrase A2, the 'Two-hand turn'.

A2: Let's practise the second figure.

Musical phrase A2(beats 1-8): " Hold both hands. Turn/walk all the way round twice. Back to your place. Drop hands."

- Let's do it again.

Musical phrase A2(beats 1-8): " Hold both hands. Turn/walk all the way round twice. Back to your place. Drop hands."

- The figure is called "**Two-hand turn**" (see the figure on document *Flashcards dance*).
- That takes a whole phrase of music.
- Now, we'll dance "*The two-hand turn*" to the music.
- Listen carefully to the music.
- Are you ready? Off you go!

CLASSROOM REVIEW / FOLLOW-UP

Recap all the figures learned so far in Farandole.



THE BIG SET (2) - Jig

LESSON 5

UNIT: English Country Dance

YEAR 4

Resources:

CD player.

Music for the warm-up such as *Cleethorpes Coast Light Railway/ Mr. Fletcher*. 32b-jigs in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Flashcards from the document *Flashcards dance*



Key words:

●*figures*: back-to-back, right/left hand turn/two-hand turn; ●*shapes-formations*: single circle, double circle, square, line, in pairs; ●*steps*: skip; ●*direction*: turn around/right/left, back away, forward, backwards; ●*music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Musical phrases A1, A2, B1, B2.

Start by asking the children to make a big circle, everybody facing to the middle: 'Make a big circle. Everybody face to the middle.' As a review for music structure, moves and vocabulary, practise the turn around move in both directions, the walking forwards-backwards, and the stepping to the right and to the left. Emphasize music structure (8+8) using the instruction 'Change' on each 8th. beat.

Part 2. Skip step.

Ask the children to practise individually the skip step around the room, using gentle, curving pathways and making good use of space. Encourage children to change direction on the count of 8 beats. Encourage an upright posture and an awareness of space.

- 'Spread out everybody.'
- 'Wait for the introduction.'
- 'Listen.'
- 'Off you go.'
- 'Skip, 2, 3, 4, 5, 6, 7, and change'...
- 'Stop. Stand still.'

DANCE: 'The Big Set'

♪ Preparation

Ask the children to come onto the floor. Tell them to find a partner. Make two circles. The ones on the inside will be given a green band to wear; the ones on the outside will be given a red band to wear. They will be referred to as the two different colors: 'Put your hands up all the Greens. Drop your hands. Put your hands up all the Reds. Drop your hands.'

🎵 Dance

First of all recap the figures learned so far. Then, introduce the new figure for musical phrase B1, called 'Back-to-back'.

B1: Let's practise the third figure.

Musical phrase B1(beats 9-16): " Face your partner. Hands by your side."

" Go (straight) forward. Pass right shoulder. Pass back to back. Go back to places."

- Let's do it again.

Musical phrase B1(beats 9-16):" Face your partner. Hands by your side."

" Go (straight) forward. Pass right shoulder. Pass back to back. Go back to places."

- The figure is called "**Back-to-back**" (see the figure on document *Flashcards dance*).
- That takes half the phrase of music.
- Let's practise the "*Two-hand turn*" again.
- Now, we'll put the "*Back-to-back*" and the "*Two-hand turn*" together.
- Now, we'll practise both to the music.
- Listen carefully to the music.
- Are you ready? Off you go.



THE BIG SET (3) - Jig

LESSON 6

UNIT: English Country Dance

YEAR 4

Resources:

CD player.

Music for the warm-up such as *MacPherson strut/ High coolness factor* in 'Bag o'tricks Tricky Brits'.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Coloured bands.

Flashcards from the document *Flashcards dance*.



Key words:

● *figures*: promenade, back-to-back, right/left hand turn/two-hand turn; ● *shapes-formations*: single circle, double circle, line, in pairs, partner; ● *steps*: skip, walk; ● *direction*: turn around/right/left, back away, forward, backwards; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Skip step

Ask the children to try the skip step again, individually. Encourage them to keep in time with the music and change direction on the count of 8 beats. Use the signal 'Change' to prompt them to alter direction. Ensure that they use space well and don't bump into each other.

Suggest four steps in one direction and four in another. This will depend on how well the children use the space available. Help the children to develop an awareness of other people around them by encouraging smaller steps or steps on the spot to avoid collisions.

Go on to ask the children to find partners, and holding hands, try 8 steps in one direction and four in another.

Part 2. Promenade

Ask the children to face partner. Then cross arms and hold both hands. Tell *Reds* to stand still and without letting go tell *Greens* to move side by side partner facing the same way. Ensure that *Reds* are on the left and *Greens* on the right.

Encourage them to skip around the room together, keeping in time with the music, for 16 beats. This is a figure called *Promenade*.

Suggest to promenade for 16 beats and stop for another 16 beats. Then go again for 16 beats,...

DANCE: 'The Big Set'

♪ Preparation

Ask the children to come onto the floor. Tell them to find a partner. Make two circles. The ones on the inside will be given a green band to wear; the ones on the outside will be given a red band to wear. They will be referred to as the two different colors: 'Put your hands up all the *Greens*. Drop your hands. Put your hands up all the *Reds*. Drop your hands.'

♪ Dance

First of all recap the figures learned so far. Then, introduce the new figure for musical phrase B2 already practised in the warm-up, the 'Promenade' (see the figure on document *Flashcards dance*).

B2: Let's practise the last figure.

Musical phrase B2(beats1-16): “ Stand by the side of your partner. 1s are inside. 2s are outside. Walk (in an anticlockwise direction) round the room. Drop hands.”

“ 1s on the inside circle move towards the next person in the ring.’

- Let's do it again.

Musical phrase B2(beats1-16): “ Stand by the side of your partner. 1s are inside. 2s are outside. Walk (in an anticlockwise direction) round the room. Drop hands.”

“ 1s on the inside circle move towards the next person in the ring.”

- The figure is called “**Promenade**” (see the figure on document *Flashcards dance*).
- That takes a whole phrase of music, 16 beats.
- Now, we'll dance the “*Promenade*” to the music.
- Wait for the introduction.
- Listen. Off you go!



THE BIG SET (4) - Jig

LESSON 7

UNIT: English Country Dance

YEAR 4

Resources:

CD player.

Music for the warm-up such as *Knees up in Kingston*. 32-bar scottische/*Poppadom Polka* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Coloured bands.

Flashcards from the document *Flashcards dance*.



Key words:

● *figures*: promenade, back-to-back, right/left hand turn/two-hand turn; ● *shapes-formations*: double circle, in pairs, partner; ● *steps*: skip, walk; ● *direction*: clockwise/anticlockwise, opposite; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Promenade.

Remind the children of what they practised in session 6 and ask them to try again.

Part 2. Clockwise and anticlockwise.

Ask children to dance around the room in an anticlockwise direction and clockwise direction. To make it easier for them put signals up with the word and an arrow showing directions or, use objects in the room to orientate. For example: 'walk towards the windows', 'gallop towards the door'. Think carefully about the words you use, be clear and specific.

- 'Spread out everybody. Make sure that you are not touching anyone else.'
'Are you all spread out?'
'Stand still.'
'Walk in an anticlockwise direction (towards the...).'
- 'Point to which way you are going to move.'
'Wait for the introduction.'
'Off you go, everyone.'
'... and stop!'
'Stand still and listen.'
- 'Now, everybody back in the opposite direction. That's clockwise.'
'Point to which way you are going to move.'
'Spread out, everybody.'
'Wait for the introduction.'
'Off you go, everyone.'
'... and stop.'
- 'Let's try again.'
'Wait for the introduction.'
'Off you go!'
'Anticlockwise...'
'Back in the opposite direction... clockwise... and stop!'

DANCE: 'The Big Set'

♪ Preparation

Ask the children to come onto the floor. Tell them to find a partner. Make two circles. The ones on the inside will be given a green band to wear; the ones on the outside will be given a red band to wear. They will be referred to as the two different colors: 'Put your hands up all the *Greens*. Drop your hands. Put your hands up all the *Reds*. Drop your hands.'

♪ Dance

First of all recap the figures learned so far. Then, perform the whole dance to the music. Play the music, asking the children to listen carefully.

Ask the children to practise on their own the **bow to greet** or **honour** their partners. Help them with these instructions while you model:

- 'Standing feet slightly apart.'
- 'Step back on your left leg.'
- 'Bend the knee, keeping your right leg fairly straight.'
- 'Rise and close your feet.'

Encourage a whole body action. This could be done by imagining a big sweep of a hat. Practise together and repeat, stepping back onto the other foot, sweeping the other arm across.



SMALL CIRCLE DANCE (1) - Reel

LESSON 8

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Hunter's House/ Providence Reel/ Congress Reel* in 'Heatin' up the hall' by Yankee Ingenuity.

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Coloured bands.

Flashcards from the document *Flashcards dance*

Key words:

● *figures*: right and left-hand star; ● *shapes-formations*: circle, in pairs, partner, in fours; ● *steps*: skip, walk; ● *direction*: clockwise/anticlockwise, opposite, circle left, circle right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Clockwise and anticlockwise.

Make sure the children are all spread out and divide them into two groups. Each child will be given a coloured band to wear and will be referred to as two different colours, for instance, *Greens* and *Reds*.

- 'Reds, you stand still. Greens go clockwise around the room.'
- 'This time, Greens, you stand still. Reds go anticlockwise around the room.'
- 'And everybody stop!'
- 'Everybody nice and quiet. Listen to the instructions.'

Ensure everybody walk in the right direction. Then go on to ask the children to practise to the music.

Part 2. Circle left-Circle right.

Individually ask the children to practise a light, happy, walking step to the sound of the music. Encourage them to practise the step in pairs, then in fours, then in lines of six to eight. Ensure the children take it in turns to lead around other lines. Lead the line into a circle by the line standing and the leader walking to the other end. It should take a phrase of music (16 beats).

Circle goes into the middle and back twice taking two phrases of music (8+8, 8+8).

Reds go into the middle and clap on the 8th beat. Go back to place.

Greens go into the middle and clap on the eighth beat. Go back to place.

Join hands in the ring and walk to the left for 16 beats. Then walk to the right for another 16 beats to get back to place.

DANCE: 'Small Circle Dance'

♪ Preparation

Ask the children to come onto the floor. Find a partner. Find another couple/pair. Stand next to your partner. *Reds* on the right. *Greens* on the left. Face your opposite couple/pair.

♪ Basic dance instructions

Introduce the figure for musical phrase A1, it's called the '*Right and left-hand star*' (see the figures on document *Flashcards dance*)

A1: Let's practise the first figure. In your fours.

Musical phrase A1(beats 1-16): " Put right hands in the middle. *Reds* take hands and *Greens* take hands. Pull away a little. Turn all the way round for 8 beats (or turn right 1, 2, 3, 4,5,6, 7, 8). Drop hands."

" Put left hands in the middle. *Reds* take hands and *Greens* take hands. Pull away a little. Turn all the way back (or turn left 1, 2, 3, 4, 5, 6, home again). Drop hands."

- Let's do it again.
- Put the two together. Stop and turn around on the 7th beat.
- Ready? Off you go!!

Musical phrase A1(beats 1-16): "Put right hands in the middle. *Reds* take hands and *Greens* take hands. Pull away a little."

"And around we go!"

"Right hands, 2, 3, 4, 5, 6, change hands."

"Left 2, 3, 4, 5, 6, home again."

- The figure is called a "***Star***".
- A "*Star*" takes a whole phrase of music, 16 beats. A "***Right-hand star***" takes half of the musical phrase, 8 beats. A "***Left-hand star***" takes the other half of the musical phrase, 8 beats.
- Now, we'll dance the "*Right and left hand turns*" to the music.
- Wait for the introduction.
- Listen.
- Off you go!

Recap all the figures learned so far to the Small Circle Dance music. Don't rush. Practise them separately to ensure children keep in time with the new music.



SMALL CIRCLE DANCE (2) - Reel

LESSON 9

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Uncle Henry's Reel/ The Cape Breton Symphony's Visit to the Shetland Isles/Punch in the Dark* in Fifflin' around. Who's calling?

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Flashcards from the document *Flashcards dance*.

Key words:

● *figures*: swing, right and left-hand star, promenade, back-to-back, right/left hand turn/two-hand turn; ● *shapes-formations*: circle, square, in pairs, partner, in fours; ● *steps*: skip, walk; ● *direction*: clockwise/anticlockwise, opposite, circle left, circle right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Swing figure.

Ask the children to find a partner. Tell them to cross arms and hold both hands. Encourage them to skip round for 16 beats, a whole phrase of music, but not travelling anywhere. Remind them of not going too fast. The figure will work better if they pull away a little. Count the beats for them: *A 1, 2, 3, 4, 16 and stop!* (see the figure on document *Flashcards dance*).

Part 2. Right and left through.

One figure which will be taught in the next dance is the chain, but as this can pose problems for some children, you might like to practise a limited version of it before you do the next dance.

Have two couples in a small square (not facing their own partner). The dancers start by giving their right hand to their opposite and changing places with four steps, then they give their left hand to their partner and change places (four steps), then right to the opposite and change places (four steps). They should finish up back where they started, having gone through all four corner positions. It might take a bit of practice, but it will be worth it. This is a figure in its own right, called a 'Right and left through'.

DANCE: 'Small Circle Dance' and 'The Big Set'.

Blending

Although the figures have been taught separately, the resulting dances should be seamless, so that phrasing and control put the dancer in the right place for the next movement, but there is no pause unless the dancer is not involved in the next movement. This will require thinking ahead. Spend some time practising with the children how to move from one figure to the next one in a smooth way.

Then perform the whole dance.

LUCKY SEVEN (1) - Jig

LESSON 10

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Henri quatre/ The Clermont/ Tom and Jerry* in 'Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822' - *The ring of kohala* in 'In from the cold'. KGB Jig music for Lucky Seven dance such as *Cleethorpes Coast Light Railway/Mr. Fletcher* in 'Upstream' by The Bismarcks.

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD Outside of the Square by Dave Brown.

Coloured bands.

A copy of the document '*Grandmarch_figures*'.

Key words:

● *figures*: swing, right and left-hand star, promenade, back-to-back, right/left hand turn/two-hand turn; ● *shapes-formations*: line, circle, double circle, square, in pairs, partner, in fours; ● *steps*: skip, walk; ● *direction*: left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Grand March.

Begin with a single line, holding hands or one behind the other. Lead the line up the middle of the room. When at the top, separate first child going left, second right, third left, fourth right, and so on. The 2 lines circle round and meet at the back of the room to promenade up the middle in pairs (See Figure 1 on document '*Grandmarch_figures*').

Then first pair turn left, second right, third left, fourth right until no one is left. Circle round, meet at the bottom and come up in fours (See Figure 2 on document '*Grandmarch_figures*').

Part 2. Right and left through.

Remind the children of what they practised in lesson 9 and ask them to try again.

DANCE: 'Lucky Seven'

♪ Preparation

Ask children to come onto the floor. Find a partner. Make a big circle (or concentric circles depending on the number of dancers). Boys on the left. Girls on the right. We all face the center.

♪ Dance

Let's practise the first figure.

A1 Musical phrase A1: “All join (take) hands. Circle left. Circle right”.

- Let's do it again.

Musical phrase A1: “All join (take) hands. Circle left. Circle right”

- That takes a whole phrase of music.
- Now, we'll dance the figure to the music.
- Listen carefully to the music.
- Are you ready? Off you go!

Let's practise the second figure.

A2 Musical phrase A2: “All to the centre. All back to your place.
All to the centre. All back to your place.”

Let's do it again.

Musical phrase A2: “All in and out twice”.

Stop there!

- That takes a whole phrase of music.
- Now, we'll dance the figure to the music.
- Listen carefully to the music.
- Are you ready? Off you go!

CLASSROOM REVIEW

Repeat one dance the class already enjoy: 'Farandole', 'The Big Set', 'Small Circle Dance'.



LUCKY SEVEN (2) - Jig

LESSON 11

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Henri quatre/ The Clermont/ Tom and Jerry* from 'Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822' - *Dinkie's Reel/Brenda Stubbert's Reel/Sandymag's* from Fiffilin' around. Who's calling?

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD Outside of the Square by Dave Brown.

Coloured bands.

A copy of the document '*Grandmarch figures*'.

Flashcards from the document '*Flashcards dance*'.

Key words:

● *figures*: grand chain, swing; ● *shapes-formations*: line, circle, double circle, in pairs, partner; ● *steps*: skip, walk; ● *direction*: left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Grand March.

Remind the children of what they practised in lesson 10 and ask them to try again.

The Grand March can be used to organise a group into a specific number so as to begin a dance. If you want a long set, tell partners to face each other and spread horizontally across the room to take up a long set dance shape (see Figure 5 on the document '*Grandmarch figures*')

Part 2. Swing

Remind the children of what they practised in lesson 9 and ask them to try again.

DANCE: 'Lucky Seven'

♪ Preparation

Ask children to come onto the floor. Find a partner. Make a big circle (or concentric circles depending on the number of dancers). Boys on the left, girls on the right (you might use coloured bands instead). We all face the center.

♪ Dance

Remind the children of what they practised in lesson 12 and ask them to try again.

the new figure '*The Grand Chain*' for musical phrase B1 (see the figure on document *Flashcards_dance*).

B1 Musical phrase B1: “ Face your partner. Join right hands. Drop hands. Join left hands. Drop hands. It’s like this (you show the children) , on the spot:
right-left-right-left-right-left-right.
1 - 2 - 3 - 4 - 5 - 6 - 7 .

- Let’s do it again.

Musical phrase B1: “ Face your partner. Join right hands. Join left hands. Join left hands. Alternate hands like this (you show the children again) , on the spot. Your partner is number 1.
right-left-right-left-right-left-right.
1 - 2 - 3 - 4 - 5 - 6 - and **lucky 7**.

- We have to do it on the move, like this (show the children).
- The figure is called “**The Grand Chain**”. You walk in and out. The girls in one direction. The boys in another. (Show the flashcard and put it up).
- That takes a whole phrase of music.
- Now, we’ll dance “*The Grand Chain*” to the music.
- Listen carefully to the music.
- Are you ready? Off you go!

Let’s practise the second and the third figure.

- “Start from going in and out, once. Then another time, in and out. This second time turn to your partner on the 8th step:

In – 2 – 3 – Out – 5 – 6 – 7 – TURN.

- Let’s do it again, but on the 8th. step you turn and give right hand straight after.

In – 2 – 3 – Out – 5 – 6 – 7 – TURN and HAND.

CLASSROOM REVIEW

Repeat one dance the class already enjoy: ‘Farandole’, ‘The Big Set’, ‘Small Circle Dance’.



LUCKY SEVEN (3) - Jig

LESSON 12

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Henri quatre/ The Clermont/ Tom and Jerry* from 'Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822'.

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD Outside of the Square by Dave Brown.

Coloured bands.

A copy of the document '*Grandmarch figures*'.

Key words:

● *figures*: grand chain, swing; ● *shapes-formations*: line, circle, double circle, in pairs, partner; ● *steps*: skip, walk; ● *direction*: left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Grand March.

Remind the children of what they practised in lesson 11 and ask them to try again. If you want to create a different shape from a long set, start breaking the lines in half as you reach the top of the room and stop when you have the required number or shape, for example, a Sicilian, 2 facing 2 (see Figure 6 on document '*Grandmarch figures*').

DANCE: 'Lucky Seven'

♪ Preparation

Ask children to come onto the floor. Find a partner. Make a big circle (or concentric circles depending on the number of dancers). Boys on the left. Girls on the right. We all face the center.

♪ Dance

Remind the children of what they practised in lesson 11 and ask them to try again. Practise the figures separately. The grand chain figure will need a lot of practise. Go through what have already been practised, at least twice.

Practise the last figure '*Swing*' (see the figure on document '*Flashcards dance*') for musical phrase B2.

B2 Musical phrase B2: "Swing on the spot, *the lucky seven*."

You have to end up with the boy on the left and the girl on the right."

- Let's do it again.

Musical phrase B2: “ Swing on the spot, *the lucky seven*.”

You have to end up with the boy on the left and the girl on the right.”

- The figure is called “**Swing**”.
- That takes a whole phrase of music.
- Now, we’ll dance the “*Swing*” to the music.
- Listen carefully to the music.
- Are you ready? Off you go!

CLASSROOM REVIEW

Repeat one dance the class already enjoy: ‘Farandole’, ‘The Big Set’, ‘Small Circle Dance’.



LUCKY SEVEN (4) - Jig

LESSON 13

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Henri quatre/ The Clermont/ Tom and Jerry* from 'Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822'.

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD *Outside of the Square* by Dave Brown.

Coloured bands.

A copy of the document '*Grandmarch figures*'.

A copy of the document '*Flashcards dance*'.

Key words:

● *figures*: grand chain, swing; ● *shapes-formations*: line, circle, double circle, in pairs, partner; ● *steps*: skip, walk; ● *direction*: left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. Grand March.

Remind the children of what they practised in lesson 12 and ask them to try again.

Ask the children to dance the Grand March from the beginning and stop when they have come up the middle in 8s. Then, practise how to return to the long line. Lead the first line off and snake between the lines of 8, picking up the ends as you go past (see Figure 7 on document '*Grandmarch figures*').

To achieve a double circle as in the dance being practised at the moment, 'Lucky Seven', lead the line down the middle of the room. First child goes to the left, second to the right, third left, fourth right, and so on. Circle round to meet at the far end of the room where odd numbers circle outside the even numbers who circle inside the odds' line (see the figure on the document '*Flashcards dance*'). Stop when the circles are complete (see Figures 3 and 4 on document '*Grandmarch figures*').

DANCE: 'Lucky Seven' 🎵 Preparation

Children are in a double circle ready to start the dance.

🎵 Dance

Remind the children of what they practised in lesson 15.

Practise the grand chain carefully one more time.

Spend this session practising the blending to get the dance flow smoothly.

Then perform the whole dance to the music.

CLASSROOM REVIEW

Repeat one dance the class already enjoy: 'Farandole', 'The Big Set', 'Small Circle Da

A LONG SET (1) - Reel

LESSON 14

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Eavesdropper*. *Connie O'Connell's*- Jigs from 'The Fiddler Round the Fairy Tree' - *Henri quatre/ The Clermont/ Tom and Jerry* from 'Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822'.

Reel music for 'A long set' dance such as *Pacific slope reel/Asher* in *Fiffing around*. *Who's calling?*

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD *Outside of the Square* by Dave Brown.

Coloured bands.

Flashcards from the document '*Flashcards dance*'.

Key words:

● *figures*: cast-off and arch, grand chain, swing, right/left hand star, two-hand turn; ● *shapes-formations*: line, circle, double circle, in pairs, partner; ● *steps*: skip, walk; ● *direction*: top/bottom, left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1. The Grand March

Use the Grand March to organise a long set. Remind the children of what they have practised in previous sessions. Ensure they walk to the beat.

Part 2. Figures review.

Practise the right-hand and left-hand stars in fours and the two-hand turn to different musics. Pay special attention to the blending.

DANCE: 'A long set'

♪ Preparation

You come onto the floor. Find a partner. Find another couple. Make two lines: Reds on one side and Yellows on the other side, facing your partner.

- This is the top of the room (the teacher points to a sign or an object)
This is the bottom of the room (the teacher points to a sign or an object).
- Couple 1, the *top couple*.
Couple 2
Couple 3
Couple 4, the *bottom couple*.

Take hands in fours: couple 1 with couple 2, couple 3 with couple 4.

♪ Dance

Introduce the new figure '**The Cast-off and arch**' for musical phrase B1 (see the figure on document '*Flashcards dance*').

B1: Let's practise a new figure. Listen carefully.

Musical phrase B1 (16 beats):

Preparation:

- Line up in your set. Stand in your two lines.
- Check which is the top end and which is the bottom end.
- Wave couple 1!! You are the *top couple*.
- Wave couple 4!! You are the *bottom couple*.
- Everyone, turn and face *the top couple*.

The *top couple* are the leaders.

The *top couple* turn away from each other and dance to the bottom of the set.

Reds dance behind *Reds*.

Yellows dance behind *Yellows*.

Dance instructions:

Everyone stands still while the leaders practice with me.

- Leaders, go!! 1, 2, 3, 4, 5, 6, 7, 8. Are you at the bottom place?

Let's try again with everybody else joining in.

- After 4! Follow the leaders!! 1, 2, 3, GO!!! 1, 2, 3, 4, 5, 6, 7 ARCH. Leaders make the arch.

Now each couple goes under the arch side by side your partner with cross hand hold.

- After 4! 1, 2, 3, GO!!! 9, 10, 11, 12, 13, 14, 15, 16.
- Back you go into a new place.
- The figure is called "**Cast-off and arch**".
- That takes a whole phrase of music, 16 beats. The "**cast-off**" takes half of the musical phrase, 8 beats. The "**arch**" takes the other half of the musical phrase, 8 beats.
- Now, we'll dance "**cast-off and arch**" to the music.
- Wait for the music.
- Listen.
- Off you go!!

CLASSROOM REVIEW

Repeat one dance the class already knows: 'Farandole', 'The Big Set', 'Small Circle Dance', 'Lucky Seven'

A LONG SET (2) - Reel

LESSON 15

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as Eavesdropper. Connie O'Connell's- Jigs from The Fiddler Round the Fairy Tree - Henri quatre/ The Clermont/ Tom and Jerry from Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822.

Reel music for 'A long set' dance such as *Pacific slope reel/Asher* in Fiffing around. Who's calling?

Reel music for Small Circle Dance such as *Robertson's Reel/The great North Run* in 'Upstream' by The Bismarcks.

Jig music for The Big Set dance such as *Tars of the Victory/The stool of repentance* in 'Upstream' by The Bismarcks.

Reel music for 'Farandole dance' such as *Joyeux Quebec + Fiddler Reel* 7x32 bars from CD Outside of the Square by Dave Brown.

Coloured bands.

Flashcards from the document '*Flashcards dance*'.

Key words:

● *figures*: two-hand turn, back-to-back, cast-off, promenade; ● *shapes-formations*: line, circle, double circle, in pairs, partner; ● *steps*: skip, walk; ● *direction*: top, bottom, left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Part 1.

Dance the Farandole.

Part 2. Figures review.

Practise the two-hand turn and partners back-to-back to different musics. Pay special attention to the blending.

DANCE: 'A long set'

♪ Preparation

You come onto the floor. Find a partner. Find another couple. Make two lines: Reds on one side and Yellows on the other side, facing your partner.

- This is the top of the room (the teacher points to a sign or an object)
This is the bottom of the room (the teacher points to a sign or an object).
- Couple 1, the *top couple*.
Couple 2
Couple 3
Couple 4, the *bottom couple*.

Take hands in fours: couple 1 with couple 2, couple 3 with couple 4.

♪ Dance

Practise the Cast off carefully at least twice.

Practise the Promenade figure.

They are already familiar, but don't assume they will remember from previous lessons.

Spend some time practising with the children how to move from one figure to the next one in a smooth way. Remember stopping the promenade a beat or two before the end of the phrase to be ready to make the right hand star on the first beat with a new couple each time.

Then perform the whole dance.

CLASSROOM REVIEW

Dance 'Lucky Seven'.



THE BRIDGE OF ATHLONE (1) - Jig

LESSON 16

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the Grand March: *Henri quatre/ The Clermont/ Tom and Jerry* from 'Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822'.

Jig music for 'The bridge of Athlone' dance such as *Walsh's sarsaparilla/Coppice Jig* in 'Fiddle Away' by The School Band.

Coloured bands.

Flashcards from the document '*Flashcards dance*'.

A copy of the document '*Grandmarch figures*'.

Key words:

● *figures*: cross over, arch; ● *shapes-formations*: line, in pairs, partner; ● *steps*: walk; ● *direction*: forward, backwards, left, right, circle round/left/right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Dance the Grand March (see figures on document '*Grandmarch figures*').

DANCE: 'Bridge of Athlone'

♪ Preparation

Come onto the floor. Find a partner. Get into lines, with your partner opposite you in the other line: all reds in one line, all the yellows in the other line.

Take (join, hold) hands in your lines, not with your partner, but with the people next to you.

♪ Dance

Introduce the new figure for musical phrases A1 and A2, "**Forward and back and cross over**" (see the figure 'over the top' on document '*Flashcards_dance*').

Dance instructions:

A1: Let's practise the first figure. In your lines.

Musical phrase A1(beats 1-8): "We go forward, 4 beats, and back to place for 4 beats."

- Let's do it again. This time to a skip step.

Musical phrase A1(beats 1-8): "Skip, 2, 3, and back 2, 3, 4"

Listen carefully. We go forward again. This time *Reds* make an arch on the beat 4 and *Yellows* go under. Everyone will pass their partner with the right shoulder.

Let's practise.

Musical phrase A1(beats 9-16): “Forward, 2, 3 arch, 5 , 6, 7 and stop.”

- Let’s do it again. This time to a skip step.
- Ready? Go!!

Musical phrase A1(beats 9-16): “Forward, 2, 3 arch, 5 , 6, 7 and stop. Stand still.”

Now, when you get to step number seven you’ll drop hands and turn around ready to go again.

A2: We’ll do it again, but this time Yellows make the arch on the beat 4 and Reds go under by the right shoulder.

Let’s practise.

Musical phrase A2(beats 1-16): “Go, 2, 3, 4, Back, 2, 3, 4.”
“Forward, 2, 3 arch, 5 , 6, and turn around”

- The figure is called a “**Forward and back and cross over**”.
- This takes a whole phrase of music, 16 beats. The **forward and back** takes half of the musical phrase, 8 beats. The **cross over** takes the other half of the musical phrase, 8 beats.
- Let’s do the whole figure again to the music. This time to a skip step:
 - Holding hands in your line.
 - First into the middle and back.
 - Then Rs arch over the Ys.
 - Then into the middle and back again.
 - And last Ys arch over the Rs.
 - Can you manage that?
 - Wait for the introduction.
 - Listen.
 - Off you go!!

Musical phrase A1-A2(beats 1-32): “Into the middle 2, 3, and back.”
“Rs make the arches. Turn around and go into the middle again.”
“In 2, 3, and back.”
“Ys arch over the Rs. Turn around and stop.”



THE BRIDGE OF ATHLONE (2) - Jig

LESSON 17

UNIT: English Country Dance

YEAR 4



Resources:

CD player.

Music for the warm-up such as *Beaulieu/ Reel de Pointe au pic* from *Fifflin' around. Who's calling?*

Jig music for 'The bridge of Athlone' dance such as *Walsh's sarsaparilla/Coppice Jig* in 'Fiddle Away' by The School Band.

Coloured bands.

Flashcards from document 'Flashcards_dance'.

Key words:

● *figures*: swing, cross over, arch, chasse; ● *shapes-formations*: line, in pairs, partner, couple; ● *steps*: walk, galop; ● *direction*: forward, backwards, left, right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Figures review:

Practise the *Swing*.

DANCE: 'Bridge of Athlone'

♪ Preparation

Come onto the floor. Find a partner. Get into lines, with your partner opposite you in the other line: all *Reds* in one line, all the *Yellows* in the other line.

Take (join, hold) hands in your lines, not with your partner, but with the people next to you.

♪ Dance

First of all recap the figure learned so far: '**Forward and back and cross over**'.

Then, introduce the new figure for musical phrase B1, '**The Chasse**'

Dance instructions for the new figure.:

B1: The next figure is lead by the *top couple*. *Top couple*, wave your hands!!!

Musical phrase B1(beats 1-16): "Take 2 hands facing your partner."
"Galop down the set (lines), facing partners."
"Galop back to the top."

Let's practise.

Musical phrase B1(beats 1-16): "Take 2 hands facing your partner"
"Down, 2, 3, 4, 5, 6, 7 and back."
"1, 2, 3, 4, 5, 6, 7, 8."

- Let's do it again.
- Ready? Off you go!!

Musical phrase B1(beats 1-16): "Take hands facing your partner"
"Down, 2, 3, 4, 5, 6, 7 and back."
"1, 2, 3, 4, 5, 6, 7, 8."

- The figure is called a "**Chasse**".
- *This* takes a whole phrase of music, 16 beats. The gallop down takes half of the musical phrase, 8 beats. The gallop back takes the other half of the musical phrase, 8 beats.
- Now, we'll dance the "*Chasse*" to the music.
- Wait for the introduction.
- Listen.
- Off you go!

Then, put the two figures together paying special attention to the blending and to the children skipping in time with the music.



THE BRIDGE OF ATHLONE (3) - Jig

LESSON 18

UNIT: English Country Dance

YEAR 4

Resources:

CD player.

Jig music for 'The bridge of Athlone' dance such as *Walsh's sarsaparilla/Coppice Jig* in 'Fiddle Away' by The School Band.

Coloured bands.

Flashcards from document '*Flashcards dance*'.



Key words:

● *figures*: tunnel, swing, cross over, arch, chasse, cast-off and arch; ● *shapes-formations*: line, in pairs, partner, couple; ● *steps*: walk, galop; ● *direction*: top, bottom, forward, backwards, left, right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

WARM-UP

Figures review.

First of all recap the figures learned so far: 'Forward and back and cross over' and 'The Chasse' as well as the 'Cast-off and arch'.

DANCE: 'Bridge of Athlone'

♪ Preparation

Come onto the floor. Find a partner. Get into lines, with your partner opposite you in the other line: all reds in one line, all the yellows in the other line.

Take (join, hold) hands in your lines, not with your partner, but with the people next to you.

♪ Dance

Introduce a new figure for musical phrase C1, '**The Tunnel**'. (see the figure on document '*Flashcards dance*').

Dance instructions for the new figure.:

C1: Now we are going to practise a new figure.

Everybody makes an arch with 2 hands (a tunnel), except the *bottom couple*.

The bottom *yellow* comes up under the tunnel and the bottom *red* goes up (8 beats), behind the *reds'* line. Then, the *red* comes down under the tunnel and the *yellow* goes down behind the *yellows'* line. (8 beats).

- Let's try.
- After 4!
- "1, 2, 3, GO!!!

Musical phrase C1 (beats 1-16): “Up 2. 3. 4. 5. 6. 7. Down 1, 2, 3, 4, 5, 6, 7, 8.”

- The figure is called “***The tunnel***”.
- That takes a whole phrase of music.
 - Let’s do it to the music.
 - Wait for the introduction.
 - Listen.
 - Off you go!!

Then recap the ‘***Swing***’ figure.

Dance instructions for the figure.:

C2: Let’s practise the last figure. You already know it: the ***Swing***. When the tops get to the bottom of the set everyone *swings* their own partner. It will take a whole phrase of music.

Musical phrase C2 (beats 1-16): “Swing your partner 3, 4, 5,15 and stop. Back to place.”

- Let’s do it to the music.
- Wait for the introduction.
- Listen.
- Off you go!!

Put the two figures together finishing off the swing in good time so that the dancers can get onto the correct side, ready for the next time through.



THE BRIDGE OF ATHLONE (4) - Jig

LESSON 19

UNIT: English Country Dance

YEAR 4

Resources:

CD player.

Music for the Grand March: Henri quatre/ The Clermont/ Tom and Jerry from Hampshire Dance Tunes, country dances tunes from the Pyle family manuscript 1822.

Jig music for 'The bridge of Athlone' dance such as *Walsh's sarsaparilla/Coppice Jig* in 'Fiddle Away' by The School Band.

Coloured bands.

A copy of document '*Grandmarch figures*'

Flashcards from the document '*Flashcards dance*'.



Key words:

● *figures*: tunnel, swing, cross over, arch, chasse, cast-off and arch; ● *shapes-formations*: line, in pairs, partner, couple; ● *steps*: walk, galop; ● *direction*: top, bottom, forward, backwards, left, right; ● *music elements*: beat, phrase of music.

TEACHING ACTIVITIES

DANCE: 'Bridge of Athlone'

♪ Preparation

Come onto the floor. Find a partner. Get into lines, with your partner opposite you in the other line: all reds in one line, all the yellows in the other line.

Take (join, hold) hands in your lines, not with your partner, but with the people next to you.

♪ Dance

Recap all the figures learned so far for this dance. Practise them separately at least once.

Then, practise the blending. Spend some time practising with the children how to move from one figure to the next one in a smooth way. Perform the whole dance.

FOLLOW-UP

Review the dance figures name using the document '*English country dances*', a power point were the children can see pictures of English people dancing. Encourage the children to use the structure '*This figure is called ...*'. In order to help them remember the names, have the picture cards ready '*Flashcards dance*'

