

LESSON PLAN: **DANCE:** YEAR 1: WEEK 1

LESSON OBJECTIVE: Introduction to basic body actions and to learn simple movement patterns.

WARM UP (10 MINS)

Explain to pupils that they are going to create a dance, but before they can do that, they need to explore and learn different ways to move their body. Ask pupils to find a space and using a piece of up to date chart music popular with children, ask them to walk/jog around the room. When the teacher stops the music, shout out a body part and pupils have to find a way of moving around the room using that body part (you may need to demonstrate an idea). Repeat.

MAIN LESSON (20 MINS)

Discuss how they found themselves moving and write key words on the board (e.g. sliding, jumping, turning etc- see figure 1). The teacher can ask individuals to pick a movement from the board, ask them to demonstrate what they think that movement looks like and then everyone in the class is to copy. After the 2nd movement, see if you can put the actions together to create a movement pattern that can be repeated around the room playing follow the leader. E.g. 4 skips forward, jump to the right, jump to the left-repeat. 2 more pupils to pick movements- repeat practice.

Develop: Can pupils add arm movements to go with their actions?

GAME/COMPETITION (15 MINS)

Add movement patterns together to create a short dance. Add music and see if pupils can copy with good control and accuracy.

EQUIPMENT

- Music / sound system
- White board / pen

KEYWORDS

- Watch
- Copy
- Energy

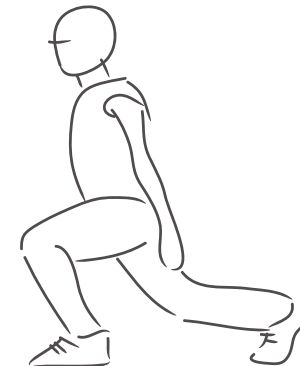
DIFFERENTIATION

LESS ABLE

Demonstrate an easier version of the movement E.g. jumping from side to side can be simplified to just stepping together without the jumping action.

MORE ABLE

You can change the music to see if they can perform their movements to different speeds.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	3	Can they perform their basic body actions to a high ability?
	2	Can they perform their basic body actions with a certain degree of control?
	1	Can they perform basic body actions, but to a low ability?
Tactics, Rules & Teamwork	3	Works in a team & demonstrates the use of tactics & the understanding of rules.
	2	Can work in a team & understands the rules.
	1	Starts communicating within a team.
Show & Link	3	Can they link the skills : more than 4 basic body actions together in a routine to a high ability?
	2	Can they show and link : more than 2 basic body actions together to create a short routine?
	1	Show 2 basic actions together. E.g. jumping and twisting at the same time.
Describe Ways to Improve	3	Are able to describe and improve performance.
	2	Are able to describe performance.
	1	Are able to see differences in performance against a simple model.
Fitness & Health	3	Shows a solid understanding of why physical activity has health benefits.
	2	Has some knowledge of why physical activity has health benefits.
	1	Has little knowledge of why physical activity has health benefits.