

LESSON PLAN: **DANCE:** YEAR 1: WEEK 4

LESSON OBJECTIVE: To learn how to express different moods and feelings within dance.

WARM UP (10 MINS)

Play the direction game from the previous lesson.

MAIN LESSON (20 MINS)

Explain that dance is about telling a story with movements and expression rather than words. Ask pupils how their face might change from a happy face to a sad face (use pictures for a visual aid if needed). Using different emotions and scenarios to suit the theme, ask pupils to explore movements and expressions to describe the emotion. (E.g. "The monkeys play happily with their friends swinging from branch to branch"- how do pupils use movement and facial expression to tell this story?)

Develop: Ask pupils with their partners to create their own stories using emotions. Pupils to act out their actions together in unison.

GAME/COMPETITION (15 MINS)

Pupils show another group their new movements and they try to guess which emotions they have used within their dance. Give points/rewards for correct answers.

EQUIPMENT

- Stimuli resources
- Direction posters
- Emotion pictures

KEYWORDS

- Emotions
- Moods
- Unison

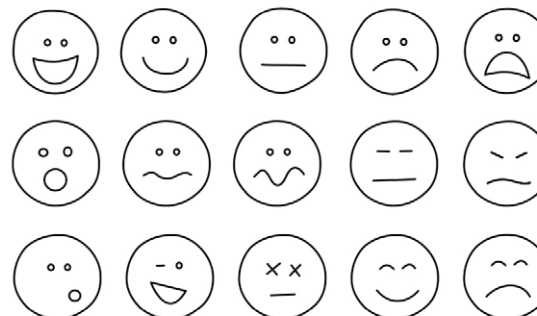
DIFFERENTIATION

LESS ABLE

You may need to create your own movements to describe moods and feeling so pupils can copy. You may need to give them a story.

MORE ABLE

Can they add the new moods and feelings part to the dance they created in week 3?



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	3	Can they perform their actions in different directions to a high ability?
	2	Can they perform the actions using two directions with a certain degree of control?
	1	Can they perform the actions moving in a direction, but to a low ability?
Tactics, Rules & Teamwork	3	Works with their partner & demonstrates knowledge & the understanding of task
	2	Can work with a partner & understands the directions
	1	Starts communicating with a partner?
Show & Link	3	Can they link : 4 dance actions, using direction, to a high ability?
	2	Can they show and link : 2 dance actions, using direction, together?
	1	Show two taught dance actions together.
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 dance and rhythm has health benefits.
	2	Has some knowledge of why dance and rhythm has health benefits.
	1	Has little knowledge of why dance and rhythm has health benefits.