

LESSON PLAN: **DANCE:** YEAR 1: WEEK 5

LESSON OBJECTIVE: To learn how to create and demonstrate a clear beginning, middle and an end to their routines.

WARM UP (10 MINS)

Shouting out different moods and feelings or using pictures of emotion faces, pupils to recap on movements that reflect that emotion.

E.g. teacher shouts out happy: Pupils skip/bounce around the room with smiles on their faces.

MAIN LESSON (20 MINS)

Explain to pupils that when performing we need to show the audience when we are starting and when we finish, by holding a still position so they know when to clap and cheer. Using a percussion instrument, ask pupils to hold a shape at the beginning, when the tambourine starts to shake they move around the space, and when the teacher stops using the tambourine they have to stop in a controlled manner and hold a still position again. Highlight any good positions that create a stable balance.

Develop: Back with their partners from previous week. Can they add a start and a finish position to their routines?

GAME/COMPETITION (15 MINS)

Video pupils performance and let them watch it back to comment on their own performance.

EQUIPMENT

- Percussion instrument
- Music

KEYWORDS

- Stillnes
- Start
- Finish

DIFFERENTIATION

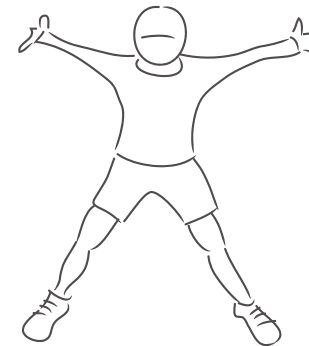
LESS ABLE

Give them ideas for start/finish positions.

MORE ABLE

Give them more difficult questions when observing/evaluating their own performance.

Ask them to hold a still balance in the middle of the routine.



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.