

# LESSON PLAN: **DANCE:** YEAR 2: WEEK 1

**LESSON OBJECTIVE:** To recap/learn basic body actions and to learn basic 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 remind themselves of the 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 blows the whistle, pupils change the way they are travelling around the room. (You may need to demonstrate an idea) Repeat. Focus on using different body parts for movement.

## **MAIN LESSON (20 MINS)**

Discuss how they found themselves moving and write key words on the board (e.g. sliding, jumping, turning etc).

Teacher can ask individuals to pick a movement from the board. Standing in a space, pupils to improvise a movement to demonstrate what they think that movement looks like. Highlight good ideas or those who come up with something different/unusual. Repeat practice. In pairs, see if they can put 4 actions together to create a movement pattern that can be repeated.

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

## **GAME/COMPETITION (15 MINS)**

Perform their movement patterns to others.

Ask groups to copy the patterns to music using good control and accuracy.

## **EQUIPMENT**

- Music / sound system
- White board / pen

## **KEYWORDS**

- Improvise
- Creative
- Energy

## **DIFFERENTIATION**

### **LESS ABLE**

- Pupils can watch others to copy ideas if they struggle.
- You can use slower music.

### **MORE ABLE**

- You can change the music to see if they can perform their movements faster.
- Get them to work in larger groups.



# ASSESSMENT FOR LEARNING

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