

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

LESSON OBJECTIVE: To learn how to respond to different stimulus using different speeds, directions and levels.

WARM UP (10 MINS)

Using the movement patterns from the previous week, playing follow the leader with the pupils copying the actions to music. Pupils have to describe the different movements to a partner.

MAIN LESSON (20 MINS)

Tell pupils that in dance we can use a range of different things to create movement, not just music. Give them a range of stimuli e.g. words, poetry, pictures, sounds, videos, and objects and ask them to respond with different actions. (If you want to base the stimuli on a particular theme you can – E.g. If your theme was 'fireworks', you can use words from a poem such as "Zap, Whizz, flying really high" to help pupils create movement.)

Develop: Highlight good ideas that use different speeds, levels and directions, see if the whole class can copy the actions and link movements together to create the beginning of their dance.

GAME/COMPETITION (15 MINS)

In small groups of 4, see if they can practice the dance keeping in time with each other (unison).

Add music and ask pupils to perform as a whole class.

EQUIPMENT

- Pictures
- Music
- Story
- Sound system

KEYWORDS

- Levels (low, medium, high)
- Speed (fast/slow)
- Copy and repeat

DIFFERENTIATION

LESS ABLE

- You may have to give less able pupils movements for them to copy.
- Instead of moving around, ask them to do movements on the spot.

MORE ABLE

- Ask these pupils to help others when creating movement to different stimuli.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	4	Can they respond to the stimulus and improvise a movement to a high ability?
	3	Can they respond to the stimulus and improvise movement with a certain degree of control?
	2	Can they respond to the stimulus and improvise movement, 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 with the group and partners & understands the task.
	2	Starts communicating ideas with their partner.
Show & Link	4	Can they link the skill: more than 4 movements together to a high ability?
	3	Can they show and link: more than 2 movements taught together?
	2	Show 2 basic actions together.
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 dance activity has health benefits.
	3	Has some knowledge of why dance has health benefits.
	2	Has little knowledge of why dance has health benefits.