

# LESSON PLAN: **DANCE:** YEAR 2: WEEK 3

**LESSON OBJECTIVE:** To learn different stage directions and use them within a dance.

## **WARM UP (10 MINS)**

All pupils find a space; using the stimulus from the previous week, recap words, pictures, etc and recap on the dance they learned.

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

Tell pupils the different directions (Downstage, Upstage, Left Stage and Right Stage). Play a game giving pupils a movement and asking them to face different directions to make sure pupils all understand the directions. Anyone who faces the wrong direction is out.

(Use a wall and pretend that's where the audience is).

Repeat the dance from the previous week, but this time ask pupils how they can change the directions used, to make the dance more creative and fun to watch. Try the ideas as a whole group using the same movements but varying the directions used.

**Develop:** have different lines/groups of pupils going in different directions at the same time.

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

Perform to music and video the group. Pupils to watch the video and self-assess their own performance. Help the children to describe actions and different qualities of movement. Ask pupils to name all directions that have been used in the dance so far and when.

## **EQUIPMENT**

- Stimulus resources
- Direction posters to stick up around the room
- Video recorder

## **KEYWORDS**

- Downstage
- Upstage
- Left Stage
- Right Stage

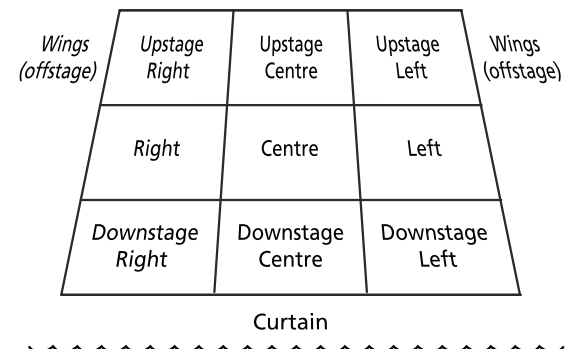
## **DIFFERENTIATION**

### **LESS ABLE**

- On the direction game, give them 3 lives.

### **MORE ABLE**

- 1 life in the direction game.
- Get them to work in larger groups.



# ASSESSMENT FOR LEARNING

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