

LESSON PLAN: **DANCE:** YEAR 2: WEEK 5

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

WARM UP (10 MINS)

Shouting out different moods and feelings or using pictures showing emotions, 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 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 such as a tambourine, 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. Repeat but this time pupils have to use different levels, they can also do this in pairs.

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

GAME/COMPETITION (15 MINS)

Add movement's together and video pupil's performance. Let them watch it back to comment on their own performance.

EQUIPMENT

- Percussion instrument
- Music

KEYWORDS

- Stillness
- 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	4	Can they perform the stillness skills to a high ability and demonstrate a clear beginning, middle and an end.
	3	Can they perform their stillness skills and demonstrate a clear beginning, middle and an end with a certain degree of control?
	2	Can they perform stillness skills and demonstrate a clear beginning, middle and an end, but to a low ability?
Tactics, Rules & Teamwork	4	Works in a team & demonstrates the use of tactics & the understanding of rules.
	3	Can communicate stillness ideas with their group.
	2	Starts communicating stillness ideas with their group.
Show & Link	4	Can they link: 4 dance actions, using stillness to a high ability?
	3	Can they show and link: 2 dance actions, using stillness, 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 has health benefits.
	3	Has some knowledge of why dance has health benefits.
	2	Has little knowledge of why dance has health benefits.