

LESSON PLAN: **DANCE:** YEAR 3: WEEK 1

LESSON OBJECTIVE: To learn, develop and remember 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 copy a simple aerobic warm up routine, each movement in 8 counts. E.g. 8 marches, side stepping with claps, 8 straight jumps twisting from left to right, and then jump with half turn to face the back and hold still, repeat to face the front and hold still. Repeat the whole warm up routine.

Question: What different movements did we use? (Jumps, turning, stepping, gestures, stillness)

MAIN LESSON (20 MINS)

The teacher can give pupils a task card with lots of different basic movements on it (E.g., clapping, sliding, turning, jumping, leaping, twisting, rippling, rolling, reaching, crawling, nodding, and clicking the fingers). Pupils can choose movements from the card and create and improvise a movement to demonstrate what they think that movement looks like. Highlight good ideas or those who come up with something different/unusual.

On the task card, you can put a number next to the basic movements. You can then give pupils a number pattern and they have to look to see which movement that number represents on the card. Using those movements they have to link them together to make a movement pattern (For example: the number pattern 4 3 2 1 could represent: Jump (4), Turn (3), Slide (2), and Clap (1)). Pupils have to repeat the movements to make it a pattern.

Develop: Can pupils show their patterns to another group for them to copy and learn? Can pupils add their movement patterns together to make a longer pattern? Pupils can add their own arm movements to be creative. Encourage pupils to use different levels.

GAME/COMPETITION (15 MINS)

Pupils to perform to other groups and peer assess each other's performances.

EQUIPMENT

- Music/sound system
- White board/pen
- Task card

KEYWORDS

- Improvise
- Creative
- Energy
- Levels

DIFFERENTIATION

LESS ABLE

- Pupils can watch others to steal ideas if they struggle.
- Use slower music or no music at all. You can use a tambourine instead.

MORE ABLE

- You can change the music to see if they can perform their movements faster.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform their basic actions and movement patterns to a high ability?
	4	Can they perform their basic actions and movement patterns with a certain degree of control?
	3	Can they perform basic actions and movement patterns, but to a low ability?
Tactics, Rules & Teamwork	5	Works in a team & demonstrates their knowledge and use of levels, counts, and basic movements.
	4	Can work in a team & understands that movement patterns can be repeated.
	3	Starts communicating ideas with a partner about how to link movements together to create their movement pattern.
Show & Link	5	Can they link: 4 basic dance movements fluently and in control to a high ability?
	4	Can they show and link: 4 basic dance movements together to a good ability?
	3	Show how to perform basic movements.
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.