

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

**LESSON OBJECTIVE:** To develop ways to respond to different stimulus using different directions, levels and dynamics.

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

The teacher leads an aerobic routine, but this time, adding travel and directions. E.g. marching forwards, jump and twisting backwards, step and clapping round in a circle etc.

**Question:** What happens to your heart when we exercise?

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

Tell pupils that in dance we can use a range of different resources to help 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 'bright sparks', you could show them pictures of a variety of electrical devices to see what creative movements pupils can come up with).

**Develop:** Highlight good ideas that use different levels, directions and dynamics. Put pupils in groups of 4. Ask them to link their movements together in counts of 8 to create a motif.

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

When pupils have completed their task, see if they can perform their routine to music. Perform to other groups and ask pupils to describe the way groups use directions, levels and dynamics to make their dance interesting and creative.

## **EQUIPMENT**

- Dance stimulus: Poems, words, pictures, videos
- Sound system
- Music

## **KEYWORDS**

- Levels
- Direction
- Dynamics

## **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**

- Pupils can perform their dance to faster music.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they respond to the stimulus to improvise movements to a high ability?
	4	Can they respond to the stimulus to improvise movements with a certain degree of control?
	3	Can they respond to the stimulus to improvise movements, but to a low ability?
Tactics, Rules & Teamwork	5	Works in a team & demonstrates their understanding of the task.
	4	Can work with the group & understands the task.
	3	Starts communicating ideas with their partner.
Show & Link	5	Can they link: more than 4 movements together with levels, directions and dynamics to a high ability?
	4	Can they show and link: more than 4 movements together with levels and directions to a good ability?
	3	Show how to perform movements using the theme/ideas.
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 dance activity has health benefits.
	4	Has some knowledge of why dance has health benefits.
	3	Has little knowledge of why dance has health benefits.