

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

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

WARM UP (10 MINS)

Pupils to recap on the dance they learned last week keeping in unison with each other.

MAIN LESSON (20 MINS)

Tell pupils the different directions (Downstage, Downstage right, downstage left, Upstage, upstage right, upstage left, centre stage, Left Stage and Right Stage). The teacher can teach a short dance to the whole class based on the theme selected. The teacher must direct pupils using the correct terminology for stage directions to test pupil's knowledge. For example:

- Jumping up like toast popping out of a toaster : towards downstage right
- Walk backwards and repeat : towards downstage left

Develop: Ask pupils to add the new dance movements to their group dances from the previous week. Can they develop it further by having different people going in different directions at the same time?

GAME/COMPETITION (15 MINS)

The teacher can video pupils performing their dances. Pupils can 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
- Video recorder
- Music / music player

KEYWORDS

- Stage directions
- Describe

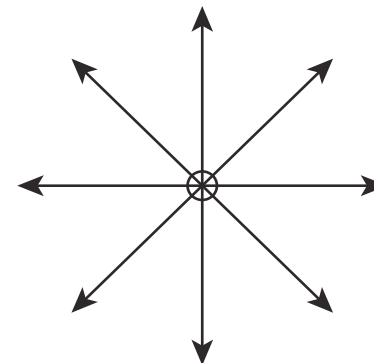
DIFFERENTIATION

LESS ABLE

- Use basic direction instructions such as forwards and backwards rather than more complex terminology.

MORE ABLE

- Ask pupils to include more directions within their group dances.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform their actions in the correct stage directions to a high ability?
	4	Can they perform the actions in the correct stage directions with a certain degree of control?
	3	Can they perform actions in the correct stage directions, but to a low ability?
Tactics, Rules & Teamwork	5	Works with the group & demonstrates knowledge & the understanding of task
	4	Can work with the group & understands the directions and their position/space in the dance.
	3	Starts communicating with their group members/teacher.
Show & Link	5	Can they link: more than 4 directions into their dance to a high ability?
	4	Can they show and link: more than 2 directions into their dance?
	3	Show two different directions within their dances?
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 and rhythm has health benefits.
	4	Has some knowledge of why dance and rhythm has health benefits.
	3	Has little knowledge of why dance and rhythm has health benefits.