

LESSON PLAN: **DANCE:** YEAR 3: WEEK 4

LESSON OBJECTIVE: To learn formations and how to use these in their dances.

WARM UP (10 MINS)

Pupils are to recap on their group dances from the previous week.

MAIN LESSON (20 MINS)

Discuss formations and explain how they are used and why.

Formations are how performers stand as a group when they are dancing. For example, pupils stand in a circle, or in a straight line. When several formations are used in a dance, it makes the dance more creative and more aesthetically pleasing to watch.

Draw on the board different formations that can be used for a group of 6. Ask pupils in their groups of 4, if they can find as many different formations as they can for 4 people. Highlight good ideas.

Develop: Ask groups if they can make their formations symmetrical? Ask pupils to try and include at least two different formations within their dance. Can they get into their new formations in canon?

GAME/COMPETITION (15 MINS)

Pupils show another group their new developed dances. Pupils can peer assess other performances.

EQUIPMENT

- Board pen
- Music / music player
- Peer assessment sheet

KEYWORDS

- Formations
- Shapes
- Unison
- Symmetry

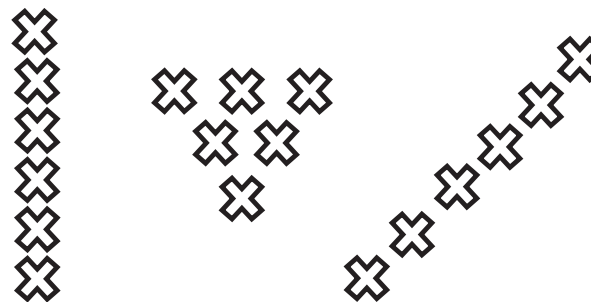
DIFFERENTIATION

LESS ABLE

- Choose one formation and stick in that formation for the whole of their dance.

MORE ABLE

- Encourage them to use travel, directions, levels, different speeds as well as their formations.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform their formation skills to a high ability?
	4	Can they perform their formation skills with a certain degree of control?
	3	Can they perform their formation skills, but to a low ability?
Tactics, Rules & Teamwork	5	Works in a team & demonstrates the use of tactics & the understanding of rules.
	4	Can work in a team & understands the task.
	3	Starts communicating with their group about what formations they can use.
Show & Link	5	Can they link: more than 4 formations together to a high ability?
	4	Can they show and link: more than 2 formations taught together?
	3	They can show what a formation is.
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 has health benefits.
	4	Has some knowledge of why dance has health benefits.
	3	Has little knowledge of why dance has health benefits.