

LESSON PLAN: **DANCE:** YEAR 3: WEEK 5

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

WARM UP (10 MINS)

Recap on formations by asking pupils to run around and when the whistle blows to get into a formation of a certain number. Repeat.

MAIN LESSON (20 MINS)

Explain to pupils that they need to show the audience when they are beginning and when they are finishing, by holding a still position so the audience know when to clap and cheer.

Ask pupils in their groups to create starting and finishing positions/shapes that can be used to suit the theme they are using for the dance. Highlight any good ideas

Develop: Can they use symmetry in their positions, different levels or different directions? Ask pupils, to choose their best ideas to use as a start position/finish position to show a clear beginning and an end to their dance routine and that the middle should be filled with their movements fluently linked together.

GAME/COMPETITION (15 MINS)

Video record the group performances. Let the pupils watch it back to comment on their performance.

EQUIPMENT

- Music
- Pictures

KEYWORDS

- Stillness
- Control
- Posture

DIFFERENTIATION

LESS ABLE

- Give them ideas for start/finish positions or show pictures that will help them.

MORE ABLE

- Give them more difficult questions when observing/evaluating their own performance.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the stillness skills to a high ability and demonstrate a clear beginning, middle and an end.
	4	Can they perform their stillness skills and demonstrate a clear beginning, middle and an end with a certain degree of control?
	3	Can they perform stillness skills and demonstrate a clear beginning, middle and an end, but to a low ability?
Tactics, Rules & Teamwork	5	Works in a team & demonstrates the use of tactics & the understanding of rules.
	4	Can communicating stillness ideas with their group.
	3	Starts communicating stillness ideas with their group.
Show & Link	5	Can they link: the start/finish positions to the dance to a high ability?
	4	Can they show and link: the start/finish positions to the dance to a good ability?
	3	Show a start/finish position.
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.