

LESSON PLAN: **DANCE:** YEAR 3: WEEK 6

LESSON OBJECTIVE: To develop performance skills and use them with an audience.

WARM UP (10 MINS)

The teacher can ask pupils to warm up in their groups. Ask each pupil to lead their group into a different pulse raising movement for 8 counts before moving to the next person. When the pulse raising activities are complete, pupils can choose a stretch each for the others in their group to copy.

Question: Why do we go red in the face after dancing/exercising?

MAIN LESSON (20 MINS)

Discuss with the pupils performance skills (timing, expressions, clear movements, good teamwork with their group, and energy).

Tell pupils that it is competition week and they will be judged on how well they perform their dance together in unison and canon with the group. Also, how well they use their performance skills. Give pupils 10 minutes to practice their routine to perfect it. Highlight any good performance skills.

GAME/COMPETITION (15 MINS)

Ask another member of staff to come in towards the end of the lesson to watch the dance to see who stands out using the judging criteria. Give Prizes out for 1st, 2nd and 3rd and a certificate for effort and taking part.

EQUIPMENT

- Music
- Stimuli

KEYWORDS

- Start and finish positions
- Timing
- Control
- Accuracy
- Unison & Canon

DIFFERENTIATION

LESS ABLE

- You can include an effort/determination award.

MORE ABLE

- Use stricter judging criteria for more able pupils.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they use performance skills to a high ability and demonstrate good stage presence?
	4	Can they use performance skills and demonstrate good stage presence with a certain degree of control?
	3	Can they use performance skills and demonstrate good stage presence, 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 with their group and they understand the judging criteria.
	3	Starts communicating within their group to keep together in time.
Show & Link	5	Can they link: more than 4 performance skills together to a high ability?
	4	Can they show and link: more than 2 performance skills taught together?
	3	Show two performance skills together?
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.