

LESSON PLAN: **DANCE:** YEAR 4: WEEK 1

LESSON OBJECTIVE: To learn how to be creative when exploring basic movement patterns.

WARM UP (10 MINS)

Ask pupils to find a space and copy a simple aerobic warm up routine, each movement in 8 counts. E.g. 8 marches, side stepping with claps, 8 straight jumps twisting from left to right, and then jump with half turn to face the back and hold still, repeat to face the front and hold still. Repeat the movements but this time include travel. E.g. marching forwards, stepping and clapping moving around in a circle, and jumping /twisting backwards.

Question: What different movements did we use? (Jumps, turning, stepping, gestures, stillness).

MAIN LESSON (20 MINS)

The teacher can give pupils a task card with lots of different basic movements on it (E.g., clapping, sliding, turning, jumping, leaping, twisting, rippling, rolling, reaching, crawling, nodding, and clicking the fingers). In small groups, ask pupils to choose 4 movements from the card and see if they can link the movements together to create a movement pattern that can be repeated. Highlight good practice. Ask pupils to include travel similar to the warm up. The teacher could give groups a shape or letter and pupils have to try and dance around the room making the shape or letter given to them as a floor pattern.

Develop: Can pupils show their routine to another group for them to copy and learn? Groups can add their movement patterns together to create a longer pattern. Can they use different levels? Can pupils remember their actions? Add music and see if pupils can repeat their movements to music.

GAME/COMPETITION (15 MINS)

Pupils can demonstrate their movement patterns to others for them to peer assess.

Question: What basic movements did they choose from the task card? What shapes did they make as their floor pattern?

EQUIPMENT

- Music/sound system
- White board/pen
- Task card

KEYWORDS

- Improvise
- Creative
- Energy

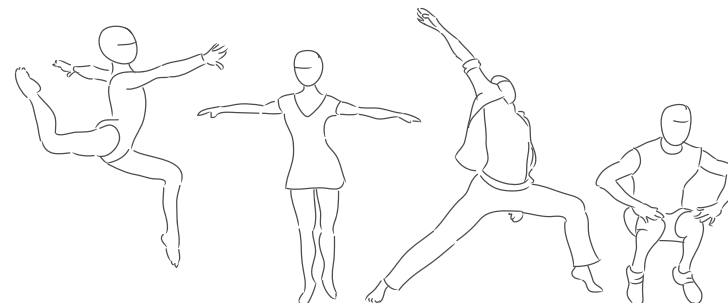
DIFFERENTIATION

LESS ABLE

- Pupils can watch others to steal ideas if they struggle.
- Use slower music or no music at all.

MORE ABLE

- You can change the music to see if they can perform their movements faster.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform their basic actions and movement patterns to a high ability?
	5	Can they perform their basic actions and movement patterns with a certain degree of control?
	4	Can they perform basic actions and movement patterns, but to a low ability?
Tactics, Rules & Teamwork	6	Works in a team & demonstrates their knowledge and use of levels, counts and direction.
	5	Can work in a team & understands that movement patterns can be repeated.
	4	Starts communicating ideas with a partner about how to link movements together to create their movement pattern.
Show & Link	6	Can they link: more than 4 basic actions together using travel to a high ability?
	5	Can they show and link: more than 4 basic actions together using travel to a good ability?
	4	Show how to travel when performing a basic movement.
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.