

# LESSON PLAN: **DANCE:** YEAR 4: WEEK 2

**LESSON OBJECTIVE:** To develop ways to respond to different stimuli using different directions, levels and dynamics.

## **WARM UP (10 MINS)**

Ask pupils to run around the room in and out of each other. When the teacher shouts out a basic movement, pupils are to improvise a movement to represent it.

**Question:** Why does your heart beat faster when we exercise?

## **MAIN LESSON (20 MINS)**

Tell pupils that in dance we can use a range of different resources to help create movement, not just music. Give them a range of stimuli e.g. words, poetry, pictures, sounds, videos, and objects and ask them to respond with different actions. (If you want to base the stimuli on a particular theme you can: E.g. If your theme was capoeira dance, you could show pictures of the martial art movements used to see what creative movement's pupils can come up with). Ask pupils to explore dynamics within their movements (strong, sharp, fast or slow, soft, flowing movements).

**Develop:** Highlight good ideas that use different levels and directions/travel and dynamics etc. Put pupils in groups of 4. Ask them to link their movements together in counts of 8 to create a motif. Add music to see if pupils can put movements to a beat.

## **GAME/COMPETITION (15 MINS)**

Explain what constructive feedback is. Ask pupils to perform to other groups and ask other pupils to describe their actions and say something they liked about it and one thing they could improve.

## **EQUIPMENT**

- Pictures, music, poem/story
- Sound system

## **KEYWORDS**

- Levels
- Fast/slow
- Remember

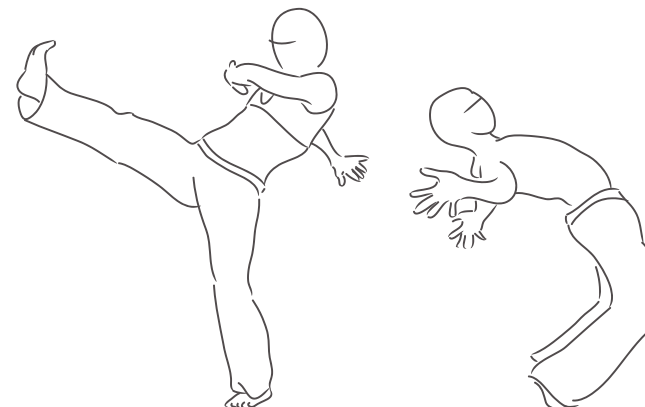
## **DIFFERENTIATION**

### **LESS ABLE**

- You may have to give less able pupils movements for them to copy.
- Instead of moving around, ask them to do movements on the spot.

### **MORE ABLE**

- Ask more able pupils to include matching and mirroring within their dance.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they respond to the stimulus to improvise a movement to a high ability?
	5	Can they respond to the stimulus to improvise movement with a certain degree of control?
	4	Can they respond to the stimulus to improvise movement, but to a low ability?
Tactics, Rules & Teamwork	6	Works in a team & demonstrates the use of tactics & the understanding of rules.
	5	Can work with the group and partners & understands the task.
	4	Starts communicating ideas with their partner.
Show & Link	6	Can they link: more than 4 movements together with levels, directions and dynamics to a high ability?
	5	Can they show and link: more than 4 movements together with levels and directions?
	4	Show two movements together.
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 dance activity has health benefits.
	5	Has some knowledge of why dance has health benefits.
	4	Has little knowledge of why dance has health benefits.