

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

**LESSON OBJECTIVE:** To learn how different stage directions can make dances more creative and aesthetically pleasing.

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

All the pupils are to find a space. The teacher can shout out words related to different dynamics and pupils have to improvise a movement to represent that word. E.g. heavy, light, strong, soft, sharp, floaty.

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

Tell pupils the different directions (Downstage, Downstage right, downstage left, Upstage, upstage right, upstage left, centre stage, Left Stage and Right Stage ). Play a game giving pupils a movement and asking them to face different directions to make sure pupils all understand the directions. Anyone who faces the wrong direction is out.

To repeat the dance from the previous week, but this time ask pupils how they can develop it by changing the directions they used, to make the dance more creative and fun to watch.

**Develop:** Can they have different people going in different directions at the same time. For example, pupils in a group stood in a circle performing a martial arts side kick towards various directions. Can they develop their new dance further by performing their movement at different times to each other as well as different directions?

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

Perform to music and video the group. Perform to another group. Can they name all the direction that were used in the dance?

## **EQUIPMENT**

- Stimulus resources.
- Direction posters to stick up around the room
- IPad/Video Recorder

## **KEYWORDS**

- Direction
- Levels
- Canon
- Unison
- Describe

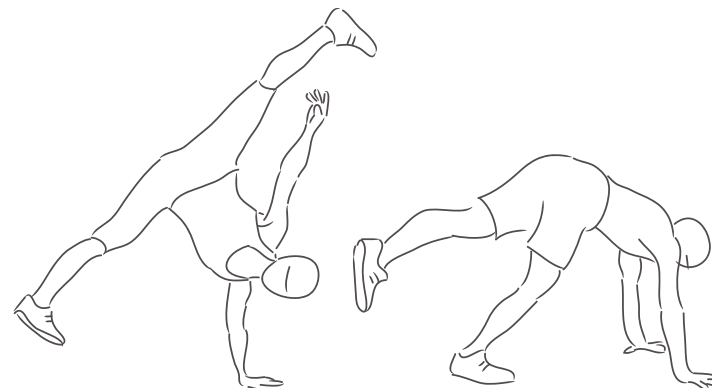
## **DIFFERENTIATION**

### **LESS ABLE**

- On the direction game, give them 3 lives.

### **MORE ABLE**

- One life on the direction game.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform their actions in the correct stage directions to a high ability?
	5	Can they perform the actions in the correct stage directions with a certain degree of control?
	4	Can they perform actions in the correct stage directions, but to a low ability?
Tactics, Rules & Teamwork	6	Works with the group & demonstrates knowledge & the understanding of task
	5	Can work with the group & understands the directions and their position/space in the dance.
	4	Starts communicating with a partner/teacher.
Show & Link	6	Can they link: more than 4 dance actions together to a high ability?
	5	Can they show and link: more than 2 dance actions taught together?
	4	Show two taught dance actions 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 and rhythm has health benefits.
	5	Has some knowledge of why dance and rhythm has health benefits.
	4	Has little knowledge of why dance and rhythm has health benefits.