

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

LESSON OBJECTIVE: To develop the use of formations in their dance.

WARM UP (10 MINS)

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.

MAIN LESSON (20 MINS)

Discuss formations and explain how they are used and why. (Formations are how performers stand as a group when they are dancing. For example, pupils stand in a circle, or in a straight line. When several formations are used in a dance, it makes the dance more creative and more aesthetically pleasing to watch).

The teacher can give groups a task card with different formations on it. Ask pupils to try the formations out and then ask them if they can find ways to fluently move from one formation to another using some of the movements they have learned so far. Highlight good ideas.

Develop: Ask pupils to try and include at least three different formations within their dance with one being a symmetrical formation. Can they get into their new formations in canon (one after the other) as well as in unison? Can they use different levels when moving into their formations? Demonstrate first.

GAME/COMPETITION (15 MINS)

Pupils show another group their new developed dances. Peer assess.

EQUIPMENT

- Stimulus resources
- Direction posters
- Board and pen

KEYWORDS

- Formations
- Shapes
- Unison/Canon
- Symmetry

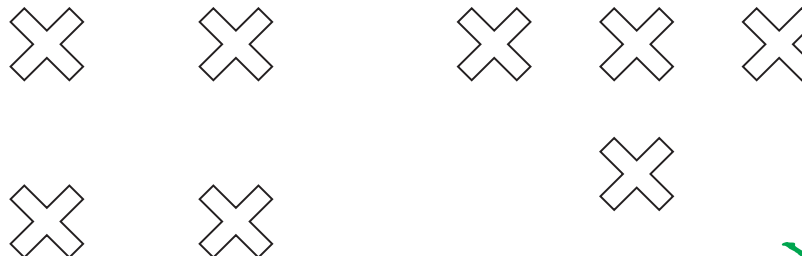
DIFFERENTIATION

LESS ABLE

- Help groups that are struggling.
- They might need to choose one formation and stick in that formation for the whole of their dance.

MORE ABLE

- Encourage them to use travel, directions, levels, different speeds as well as their formations.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform their formation skills to a high ability?
	5	Can they perform their formation skills with a certain degree of control?
	4	Can they perform their formation skills, 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 in a team & understands the task.
	4	Starts communicating with their group about what formations they can use.
Show & Link	6	Can they link: all the skills required to fluently combine the formations together to a high ability?
	5	Can they show and link: all the skills required to fluently combine the formations together to a good ability?
	4	Show an example of a formation with their group.
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 has health benefits.
	5	Has some knowledge of why dance has health benefits.
	4	Has little knowledge of why dance has health benefits.