

LESSON PLAN: **DANCE:** YEAR 4: WEEK 5

LESSON OBJECTIVE: To develop knowledge of stillness to create a clear beginning, middle and end to their dance.

WARM UP (10 MINS)

Place pupils in small groups. Ask each person in the group to lead a pulse raising dance movement. E.g. star jumps, jumping and twisting, step and reaching. Pupils are to lead their movement for 8 counts before the next person begins. The teacher can lead the stretches.

MAIN LESSON (20 MINS)

Explain to pupils that we need to show the audience when we are starting and when we finish, by holding a still position so they know when to clap and cheer. Ask pupils in their groups to create shapes/starting and finishing positions that can be used to suit the theme they are using for the dance. Highlight any good ideas.

Develop: Can they use symmetry in their position, different levels or different directions? Ask pupils, to choose their best ideas to use as a start position/finish position to show a clear beginning and an end to their dance routine. Tell pupils that their movements in the middle should be clear and link fluently together with control. You can develop further, by explaining different relationships in dance. E.g. Groups using clusters, pair work or solo movements for the positions.

GAME/COMPETITION (15 MINS)

Add movement's together and video pupil's performance. Let them watch it back to comment on their group's performance.

EQUIPMENT

- Music
- Pictures

KEYWORDS

- Stillness
- Start
- Finish
- Dance
- Relationships

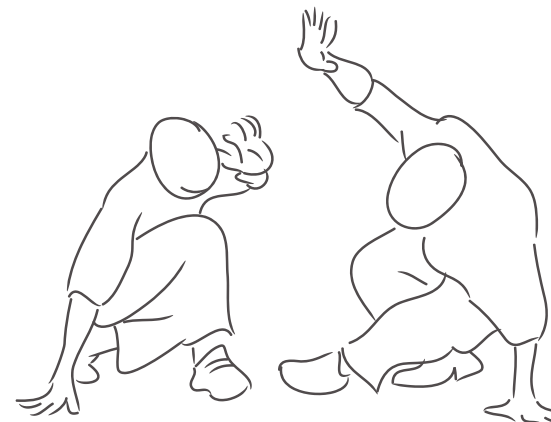
DIFFERENTIATION

LESS ABLE

- Give them ideas for start/finish positions or show pictures that will help them.

MORE ABLE

- Give them more difficult questions when observing/evaluating their own performance.



ASSESSMENT FOR LEARNING

| CRITERIA | | SKILLS |
|-------------------------------|---|--|
| Fundamental Skills & Movement | 6 | Can they perform the stillness skills to a high ability and demonstrate a clear beginning, middle and an end. |
| | 5 | Can they perform their stillness skills and demonstrate a clear beginning, middle and an end with a certain degree of control? |
| | 4 | Can they perform stillness skills and demonstrate a clear beginning, middle and an end, but to a low ability? |
| Tactics, Rules & Teamwork | 6 | Works in a team & demonstrates the use of tactics & the understanding of rules. |
| | 5 | Can communicating stillness ideas with their group. |
| | 4 | Starts communicating stillness ideas with their group. |
| Show & Link | 6 | Can they link: the start/finish positions to the dance content to a high ability? |
| | 5 | Can they show and link: the start/finish positions to the dance content to a good ability? |
| | 4 | Show a start/finish position. |
| 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. |