

# LESSON PLAN: **DANCE:** YEAR 4: WEEK 6

**LESSON OBJECTIVE:** To learn performance skills and use them with an audience.

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

Musical Statues: Teacher plays popular music and pupils dance around the room. When the music stops they have to freeze. If they move they are out. Encourage pupils to different levels and different shapes/body parts.

**Question:** Why do we go red in the face after dancing/exercising?

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

Discuss with the pupils their performance skills (timing, expressions, clear movements, good teamwork with their partner and the rest of the group, energy).

Tell pupils that it is competition week and they will be judged on how well they have used their creativity to produce their dance. They will be scored highly for using unison and canon, different levels, directions, and various relationships and formations. Also, how well they use their performance skills. Give pupils 10 minutes to practice their routine to perfect it. Highlight any good practice.

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

Ask another member of staff to come in towards the end of the lesson to watch the dance to see who stands out using the judging criteria. Give prizes out for 1st, 2nd and 3rd and a certificate for effort and taking part.

## **EQUIPMENT**

- Music/stimuli

## **KEYWORDS**

- Stillness
- Timing
- Control
- Accuracy
- Unison
- Canon

## **DIFFERENTIATION**

### **LESS ABLE**

- You can include an effort/determination award.

### **MORE ABLE**

- Use stricter judging criteria for more able pupils.

## **SCORE SHEET**

Energy	/10
Skill	/10
Expression	/10
Performance	/10

# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they use performance skills to a high ability and demonstrate good stage presence?
	5	Can they use performance skills and demonstrate good stage presence with a certain degree of control?
	4	Can they use performance skills and demonstrate good stage presence, 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 their partner and they understand the judging criteria.
	4	Starts communicating within their partner to keep together in time.
Show & Link	6	Can they link: more than 4 skills together to a high ability?
	5	Can they show and link: more than 2 skills taught together??
	4	Show two taught skills 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 has health benefits.
	5	Has some knowledge of why dance has health benefits.
	4	Has little knowledge of why dance has health benefits.