

LESSON PLAN: **DANCE:** YEAR 5: WEEK 1

LESSON OBJECTIVE: To learn how to adapt a basic movement motif to fit a theme.

WARM UP (10 MINS)

Ask pupils to find a space and copy a simple warm up routine, some movements in 8 counts some movements in 4 counts E.g. skipping forwards for 8 counts, Jump to the right and clap, repeat to the left, 8 high knees backwards twisting body from left to right in full time, and then ski jump to the right, repeat to the left.

Question: Why should we in dance try and use slow and fast movements?

Answer: In order to make the dance more creative and more aesthetically pleasing for the audience.

MAIN LESSON (20 MINS)

Explain to pupils that movements can be adapted and individualised to fit a theme. (E.g. when walking like an Egyptian, we walk using our arms and head to create a different shape rather than walking with our hands by our sides). Ask pupils to copy and learn a basic movement motif keeping in time to the beat of the music. For example, 4 walks to the right, lunge kick, lunge kick. Repeat to the left. Leap travelling in a circle for 8 counts, crouch down to touch the floor and reach up into a position of stillness. Once they have learned the motif, give them time to practice in small groups.

Develop: To develop their motif, ask pupils in their small groups to adapt the learned motif to fit the theme, changing the arm movements, style, levels or directions. Highlight good examples.

GAME/COMPETITION (15 MINS)

Demonstrate group motifs to others. Pupils can peer assess others.

Question: How did they adapt the basic movements?

EQUIPMENT

- Music / sound system

KEYWORDS

- Creative
- Energy

DIFFERENTIATION

LESS ABLE

- Teachers can provide less able pupils with pictures or video clips of the style necessary to fit the theme.
- Teachers can use slower music if necessary.

MORE ABLE

- You can change the music to see if they can perform their movements faster.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform and adapt their basic motifs to a high ability?
	6	Can they perform and adapt their basic motifs with a certain degree of control?
	5	Can they perform and adapt their basic motifs, but to a low ability?
Tactics, Rules & Teamwork	7	Works in a team & demonstrates their knowledge and use of levels, counts and direction.
	6	Can work in a team & understands that motifs can be repeated.
	5	Starts communicating ideas with a partner about how to link movements together to create their motif.
Show & Link	7	Can they link: all the skills required to adapt their motif and add additional movements?
	6	Can they show and link: all the skills required to adapt the motif?
	5	Show movements to suit the style selected.
Describe Ways to Improve	7	Are able to describe and improve performance.
	6	Are able to describe performance.
	5	Are able to see differences in performance against a simple model.
Fitness & Health	7	Shows a solid understanding of why physical activity has health benefits.
	6	Has some knowledge of why physical activity has health benefits.
	5	Has little knowledge of why physical activity has health benefits.