

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

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

WARM UP (10 MINS)

Play a game asking pupils to run around in a space, when the teacher shouts out a relationship in dance (e.g. duo, trio, cluster, solo), pupils to run into that number of pupils. Eg. Cluster: everyone, duo: two people for example. If they get it wrong, they are 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 can 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.

Ask pupils in their groups, if they can find as many different formations as they can for the relationships they used in the previous lesson. E.g. If they had a trio in their dance, pupils are to discuss and create ways for how the trio can stand in various formations. Highlight good ideas.

Develop: Ask groups to now find ways to dance into and out of the new formations with a smooth transition. Can they use different levels when moving into their formations for example? Can they get into their new formations in canon as well as in unison?

GAME/COMPETITION (15 MINS)

Groups take it in turns to perform their dances so far. Video their performances so pupils can watch it back to see their strengths and weaknesses.

EQUIPMENT

- Stimulus resources
- Relationship cards
- Board pen

KEYWORDS

- Formations
- Shapes
- Unison/Canon
- Relationships

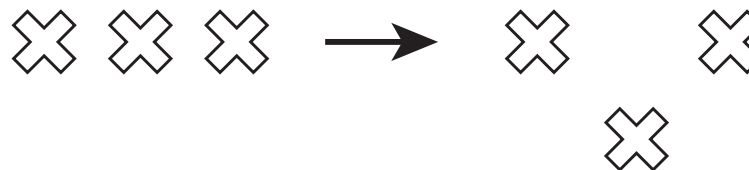
DIFFERENTIATION

LESS ABLE

- Give less able groups a target. Can they use a minimum of two different formations?

MORE ABLE

- Encourage them to continue using their relationships, directions, levels, different speeds as well as their formations.



The trio can start in a straight line side by side, and dance into their next formation, the triangle.

ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform their dance using formations to a high ability?
	6	Can they perform their dance using formations with a certain degree of control?
	5	Can they perform their dance using formations, but to a low ability?
Tactics, Rules & Teamwork	7	Works in a team & demonstrates the use of tactics & the understanding of rules.
	6	Can work with a partner & understands the task,
	5	Starts communicating with a partner about how to use movement to describe a mood.
Show & Link	7	Can they link: more than 4 formations together?
	6	Can they show and link: 2 formations together?
	5	Show 1 formation as a group.
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 dance has health benefits.
	6	Has some knowledge of why dance has health benefits.
	5	Has little knowledge of why dance has health benefits.