

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

LESSON OBJECTIVE: To develop an understanding of stillness and demonstrate a clear beginning, middle and end.

WARM UP (10 MINS)

Ask pupils within their groups to lead their own warm ups using pulse raising movements. Each person can lead a movement for 10 seconds before swapping over. Examples of movements are:

- The grapevine step
- The box step
- Lunges
- Step and reach.

Pupils can also lead their own stretches.

Question: Why do we need to stretch after performing pulse raising activities?

MAIN LESSON (20 MINS)

Explain to pupils that we need to show the audience a clear beginning, middle and an end 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 partner work in the positions? E.g. using each other's weight to help them balance in a shape, or moving under or over each other. Can they use 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.

GAME/COMPETITION (15 MINS)

Pupils can perform their dance to another group. Can pupils describe the dance, using the correct terminology and keywords?

EQUIPMENT

- Music / sound system
- Pictures

KEYWORDS

- Stillness
- Start
- Finish
- Core strength

DIFFERENTIATION

LESS ABLE

- Show pupils pictures to help them create ideas.

MORE ABLE

- Teachers can ask more difficult questions when the more able pupils are observing/evaluating their peers.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the stillness skills to a high ability and demonstrate a clear beginning, middle and an end.
	6	Can they perform their stillness skills and demonstrate a clear beginning, middle and an end with a certain degree of control?
	5	Can they perform stillness skills and demonstrate a clear beginning, middle and an end, but to a low ability?
Tactics, Rules & Teamwork	7	Works in a team & demonstrates the use of tactics & the understanding of rules.
	6	Can communicating stillness ideas with their group.
	5	Starts communicating stillness ideas with their group.
Show & Link	7	Can they link: all the skills required to perform group stillness and use them in the routines?
	6	Can they show and link: the skills required to perform group stillness?
	5	Show one group position.
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.