

LESSON PLAN: **DANCE:** YEAR 5: WEEK 6

LESSON OBJECTIVE: To develop pupils' performance skills and use them in front of an audience.

WARM UP (10 MINS)

The teacher can select pupils to come to the front and lead the class into pulse raising movements. Repeat this for stretches.

MAIN LESSON (20 MINS)

Discuss with the pupils performance skills (good timing, using clear expressions, dynamics, clear movements, good teamwork with their groups or any relationships used within the dance, and 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 a judging criteria. Give Prizes out for 1st, 2nd and 3rd and a certificate for effort and taking part.

EQUIPMENT

- Music / stimuli

KEYWORDS

- Clear movements
- Start and finish positions
- Timing/control/accuracy
- Unison/canon

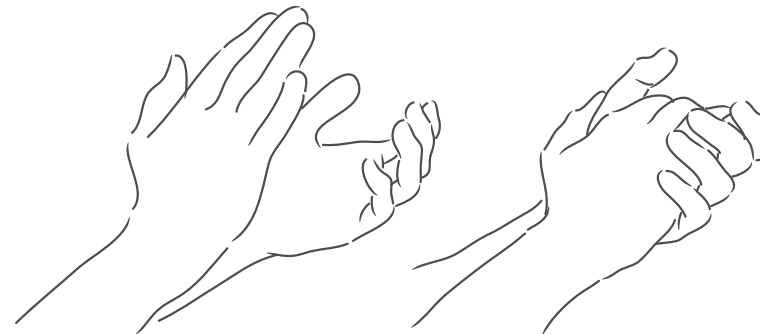
DIFFERENTIATION

LESS ABLE

- The teacher can ask less able pupils to focus on one performance skill. For example, their use of energy.

MORE ABLE

- Use stricter judging criteria for more able pupils.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they use performance skills to a high ability and demonstrate good stage presence?
	6	Can they use performance skills and demonstrate good stage presence with a certain degree of control?
	5	Can they use performance skills and demonstrate good stage presence, 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 their partner and they understand the judging criteria.
	5	Starts communicating within their partner to keep together in time.
Show & Link	7	Can they link: more than 4 different performance skills?
	6	Can they show and link: more than 2 performance skills?
	5	Show two different performance skills in their performance.
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.