

LESSON PLAN: **DANCE:** YEAR 6: WEEK 1

LESSON OBJECTIVE: To learn how to adapt a basic movement motif to fit a theme, and change the dynamics.

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 a secret agent, we walk using slow and mysterious dynamics rather than just 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. Give pupils time to practice in small groups.

Develop: Ask pupils in their small groups to develop the motif to fit the theme by changing the dynamics. Explain that dynamics are being able to demonstrate a contrast in their movements, for example, changing from light to heavy movements. Ask pupils to describe the dynamics needed for the theme you have selected.

GAME/COMPETITION (15 MINS)

Groups can demonstrate their motif to the rest of the class. Pupils can peer assess. How did they adapt the basic movements? Ask them to describe 2 things they did well, 1 thing they can improve.

EQUIPMENT

- Music / sound system

KEYWORDS

- Creative
- Dynamics

DIFFERENTIATION

LESS ABLE

- Use slower music.

MORE ABLE

- Ask pupils to change the levels, directions and floor patterns as well as the dynamics, if they haven't already done so.

SHARP

SOFT

FLOATY

LIGHT

HEAVY

SUDDEN

ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform and adapt their basic motifs to a high ability?
	7	Can they perform and adapt their basic motifs with a certain degree of control?
	6	Can they perform and adapt their basic motifs, but to a low ability?
Tactics, Rules & Teamwork	8	Works in a team & demonstrates their knowledge and use of dynamics.
	7	Can work in a team & understands that motifs can be adapted.
	6	Starts communicating ideas with a partner about how to change their movement dynamics.
Show & Link	8	Can they link: all the skills required to adapt the dynamics of their motif?
	7	Can they show and link: the skills and knowledge required to perform different dynamics?
	6	Show knowledge of how to adapt the dynamics.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.