

# LESSON PLAN: **DANCE:** YEAR 6: WEEK 3

**LESSON OBJECTIVE:** To develop different relationships and use them within their dance.

## **WARM UP (10 MINS)**

Pupils to recap on the dance they learned last week keeping in unison with each other.

## **MAIN LESSON (20 MINS)**

Discuss and describe different relationships that can be used in dance (solos, duets, trios, and mirroring, matching, clusters). 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. (Cluster: everyone, duo: two people for example). If they get it wrong, they are out. Show a video clip of a dance and ask pupils to keep track of how many relationships are used within the video. See who can give the correct answer.

**Question:** How does the group move from each relationship?

**Develop:** Pupils are to repeat the dance from the previous week, but this time, ask pupils how they can change the relationships used within their dance. Highlight those who make smooth transitions between them.

## **GAME/COMPETITION (15 MINS)**

The teacher can use the app 'the coaches' eye' to video performances and feedback to pupil's strengths and weaknesses. Pupils are to then communicate ideas and choose ways to improve the dance so far.

## **EQUIPMENT**

- Stimulus resources
- Music / sound system
- Video clip

## **KEYWORDS**

- Relationships Levels
- Canon
- Unison
- Self-Evaluation

## **DIFFERENTIATION**

### **LESS ABLE**

- Use a video clip suitable for the pupil's level of understanding.

### **MORE ABLE**

- Choose questions of a higher difficulty level to challenge pupils understanding when they have watched their video performance.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform their actions in different dance relationships to a high ability?
	7	Can they perform their actions in different dance relationships with a certain degree of control?
	6	Can they perform their actions in different dance relationships, but to a low ability?
Tactics, Rules & Teamwork	8	Works with the group & demonstrates knowledge & the understanding of self- evaluation by comparing themselves to others.
	7	Can work with the group & understands the relationships and their position/space in the dance.
	6	Starts communicating ideas with a group.
Show & Link	8	Can they link: more than 4 dance relationships together?
	7	Can they show and link: more than 2 dance relationships together?
	6	Show 1 dance relationship.
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 dance has health benefits.
	7	Has some knowledge of why dance has health benefits.
	6	Has little knowledge of why dance has health benefits.