

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

**LESSON OBJECTIVE:** To learn how to create and demonstrate a clear beginning, middle and an end to their dance.

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

Pupils are to recap on their dance so far.

**Question:** If at the beginning of the lesson we warm up, what do we need to do at the end of the lesson?

## **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. It is also so that they can follow the story the dancers are telling through movement.

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 stillness in the middle of the dance can be added to give a dramatic effect. Can they add this also?

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

Perform to another group. Can pupils describe the strengths and weaknesses using keywords and vocabulary?

## **EQUIPMENT**

- Music
- Music player

## **KEYWORDS**

- Stillness
- Start
- Finish

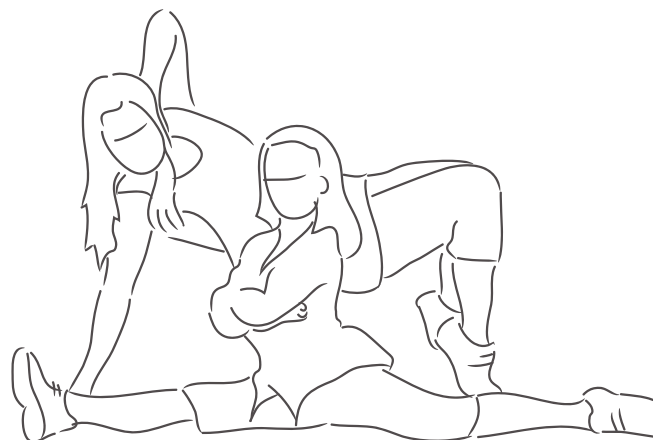
## **DIFFERENTIATION**

### **LESS ABLE**

- Give them ideas for start/finish positions or show pictures that will help them.

### **MORE ABLE**

- Give them more difficult questions when observing/evaluating their peers performances.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the stillness skills to a high ability and demonstrate a clear beginning, middle and an end?
	7	Can they perform their stillness skills and demonstrate a clear beginning, middle and an end with a certain degree of control?
	6	Can they perform stillness skills and demonstrate a clear beginning, middle and an end, but to a low ability?
Tactics, Rules & Teamwork	8	Works in a team & demonstrates the use of tactics & the understanding of rules.
	7	Can communicating stillness ideas with their group.
	6	Starts communicating stillness ideas with their group.
Show & Link	8	Can they link: all the skills required to perform group stillness in their routines?
	7	Can they show and link: all the skills required to perform a group stillness?
	6	Show one group position.
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.