

Year 3 - Intro to Dance

Lesson Plan

MOVING
EDSTART

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| Lesson Objective | To introduce working to a regular beat and explore different movement patterns | Lesson 1/6 |
| Equipment Needed | Sound system, music. | |
| Success Criteria | Children can: <ul style="list-style-type: none">Work creatively and imaginativelyTry to explore a variety of different movement patterns in time to the musicFind new ways of movingBe creative in how they move around | |
| Adapted Learning (Differentiation) (Challenge) | Children work to their own ability. | |
| Cross Curricular Links | Dance and gestures can be linked to topic which you are covering. | |
| Warm Up | Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warm-up song, lead the session by showing moving to the beat of four. This will help with the main activity in the lesson. | |
| Main Activity | <p>Move Like A... :</p> <p>The aim of this activity is to develop the children's ability to move in a range of ways, depending on the stimulus. This can be linked to a topic or allows you to add ideas that the children can later use in their own routines.</p> <p>Play some upbeat music. Each time you call out 'travel' introduce a new stimulus, i.e. - Animals – The children then begin to travel moving to the music as an animal.</p> <p>Create A Dance:</p> <p>Split the class into groups of 2/3. The groups have to create a dance to perform at the end of the lesson. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions.</p> <p>The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each.</p> <p>Introduce canon and unison and ask the groups to incorporate within their routine. Show the difference with a demonstration. Explain to the children the difference between unison and canon timing, once the children understand this principle ask them to add a canon element.</p> <p>The easiest way to employ canon timing is by numbering themselves. Then one person simply counts out in sequence, the children move when they hear their number.</p> <p>To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> <p>Rehearsal Performance:</p> <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p> | |
| Cooldown | Group discussion and Success Criteria. | |
| Key Technical Points | Gesture – A movement of part of the body, especially a hand or the head, to express an idea or meaning. | |

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| Lesson Objective | To introduce and develop a short sequence | Lesson 2/6 |
| Equipment Needed | Sound system, music, stimulus cards (written/typed on card). | |
| Success Criteria | Children can: <ul style="list-style-type: none">Work creatively and imaginativelyRespond imaginatively to a stimulus usedPerform dances fluently and with control | |
| Adapted Learning (Differentiation) (Challenge) | Children work to their own ability. | |
| Cross Curricular Links | Dance and gestures can be linked to topic which you are covering. | |
| Warm Up | Name The Dance? – Guess The Stimulus: Split the class into four groups, mixed ability. Each group must pick a stimulus from out of the 'dance hat' (Just place a range of different themes inside the hat, use obvious, general stimulus. They must then try and create a dance routine with two gestures (Each for four beats). The other half of the class then must try and guess what their stimulus is! If they guess correctly, then the dancing group get a point! Stimulus Ideas: Superheroes, Olympics, Winter, Animals, Robots, Space. | |
| Main Activity | Develop A Dance: Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each. Introduce canon and unison and ask the groups to incorporate within their routine. Show the difference with a demonstration. Explain to the children the difference between unison and canon timing, once the children understand this principle ask them to add a unison element. The group will perform a number of gestures at the same time, working to the beat of four. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task. Rehearsal Performance: Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances. | |
| Cooldown | Group discussion and Success Criteria. | |
| Key Technical Points | Imaginatively – Moving in a way that is new and original. | |

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| Lesson Objective | To practice and perform a dance sequence to a regular beat | Lesson 3/6 |
| Equipment Needed | Sound system, music, stimulus cards (written/typed on card). | |
| Success Criteria | Children can: <ul style="list-style-type: none">Work creatively and imaginativelyPerform dances fluently and with controlRemember and repeat simple movement patternsLink actions into a simple dance routine | |
| Adapted Learning (Differentiation) (Challenge) | Children to work in ability groups to perform dances. | |
| Cross Curricular Links | Dance and gestures can be linked to topic which you are covering. | |
| Warm Up | Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four. | |
| Main Activity | Stimulus Circuits: <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus.</p> Develop A Dance: <p>Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each.</p> <p>Children develop their ability to work in groups. Try to take a back seat and let the kids figure it out. Give each group a bean bag to encourage cooperation. Only the person who is holding the bean bag can speak during group discussions.</p> <p>To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> Rehearsal Performance: <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p> | |
| Cooldown | Group discussion and Success Criteria. | |
| Key Technical Points | Fluent – Movement in a way that is smooth and controlled. | |

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| Lesson Objective | To introduce and develop a short sequence with a partner | Lesson 4/6 |
| Equipment Needed | Sound system, music, stimulus cards (written/typed on card). | |
| Success Criteria | Children can: <ul style="list-style-type: none">Work creatively and imaginatively with a partnerUse and structure simple movement patterns individually and in pairsRespond and move to a range of different music and the changes in tempoPerform a range of basic movements (Gestures, canon, and unison) | |
| Adapted Learning (Differentiation) (Challenge) | Children to work in ability groups to perform dances. | |
| Cross Curricular Links | Dance and Gestures can be linked to topic which you are covering. | |
| Warm Up | Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four. | |
| Main Activity | Stimulus Circuits: <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons.</p> Develop A Dance: <p>Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each.</p> <p>Introduce 'Group Gestures' and ask the children to incorporate within their routine – If technology allows, show a clip of Diversity Dance Group completing a group gesture.</p> <p>To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> Rehearsal Performance: <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p> | |
| Cooldown | Group discussion and Success Criteria. | |
| Key Technical Points | Canon – Where the group perform the same movement beginning at different times. | |

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| Lesson Objective | To practice and perform group sequences and rehearse the full dance routine | Lesson 5/6 |
| Equipment Needed | Sound system, music, stimulus cards (written/typed on card). | |
| Success Criteria | Children can: <ul style="list-style-type: none">Link actions into a simple dance routine in pairs or small groupsUse movements which express ideas, moods or feelingPerform dances fluently and with control | |
| Adapted Learning (Differentiation) (Challenge) | Children to work in ability groups to perform dances. | |
| Cross Curricular Links | Dance and Gestures can be linked to topic which you are covering. | |
| Warm Up | Stimulus Circuits: This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons. | |
| Main Activity | Develop A Dance: Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task. Rehearsal Performance: Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances. | |
| Cooldown | Group discussion and Success Criteria. | |
| Key Technical Points | Unison – Where the group perform the same movement at the same time. | |

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| Lesson Objective | To perform full dance sequence to a regular beat | Lesson 6/6 |
| Equipment Needed | Sound system, music, stimulus cards (written/typed on card). | |
| Success Criteria | Children can: <ul style="list-style-type: none">Work independently and in small groups to plan, prepare and perform a dance routineChoose some of the movements they have already explored and use them to make their own movement patternsCreate and perform fluent dance routines (4-5 elements) | |
| Adapted Learning (Differentiation) (Challenge) | Children to work in ability groups to perform dances. | |
| Cross Curricular Links | Dance and Gestures can be linked to topic which you are covering. | |
| Warm Up | Stimulus Circuits: <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons.</p> | |
| Main Activity | Rehearsal: <p>Groups will now rehearse their routines making sure they are working to a regular beat of four, they use elements of canon, unison and have a group gestures. This is the time for them to practice before each group performs at the end of the lesson.</p> <p>To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> Performance: <p>Groups will now perform their routines for the rest of the class. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p> | |
| Cooldown | Group discussion and Success Criteria. | |
| Key Technical Points | Children can put together everything they have learnt throughout the Unit of Work. | |