

Lesson 4	Subject: Dance Lesson Description: Dynamics NCPE Location:	Year: 7 Ability: Duration:	Group: Period: w/c	Total No.: SEN:	M: F:
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Objectives:

To be able to define 'dynamics'.

To know and understand what dynamic actions, movements and motifs are and be able to incorporate and enhance these within movement phases and sequences

To be able to use a variety of movements, takeoffs, actions and dynamics

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
Warm Up	Run around room – shout out a range of actions for pupils to perform. Also shout instructions to help identify dynamics ie – fast, slow, sharp, smooth, explosive.	To understand the importance of raising heart rate.		Toes pointed Good body tension Good use of dynamics vocabulary is required	Observe pupils performance	Individuals have to perform a frozen position with their body on the teachers call.
Teacher-Led Stretching	Students arranged in a circle. Teacher leads through series of stretches and questions students as to what muscles we were stretching.	To understand the importance of stretching at the start of the session. To know the names of major muscles.		Hold stretches for 8 seconds. No bouncing.	Q & A on benefits of stretching and their warm ups	↑ Pupils demonstrate stretches they know and state the muscles that they stretch
Dynamics	As a group: Discuss the range of dynamics found within the theme. - The teacher then shouts out an action and a dynamic and get students to perform it, - slow motion – roll - explosive – jump - quick – turn - sharp – gesture	To be able to define 'dynamics'. To know and understand what dynamic actions, movements and motifs are and be able to incorporate and enhance these within movement phases and sequences To be able to use a variety of movements, takeoffs, actions and dynamics To perform these safely and correctly.		Look at force, energy, pressure and power of different actions with the pupils	Q & A : Are the skills / motifs weak, low predictable or unpredictable Q & A : Are they performing the skill and techniques with form and control (tension and posture) Q+A : Do their movements show a dynamic range Q+A : Are they linking the transitions into their theme.	↑ Greater body tension, posture Pupils to perform their own interpretation of the dynamic quality and action.
Sequence and Transitions	Individually choose 3 actions (from your theme) using different dynamics for each. - jump (explosive) - travel (slowly) - turn (quickly) Ask pupils to then work with another person and link their actions together so they will end up with 6 actions all with different dynamics.	To be able to refine and adapt skills / motifs into techniques To develop the range of skills / motifs and transitions they use To develop the precision, control and fluency of their skills / motifs.		Try to make the motifs and transitions move smoothly into each other. Pupils to show 6 actions when working with a performer – same dynamic can be used no more than twice Look at quality of their movements when working with different dynamics.	M/C- Allow pupils to create strategies to keep dynamic routines and sequences going Listen to feedback regarding groups performances. Q & A – What were their strengths and weaknesses regarding their dynamics	↑ Smooth transitions ↓ Perform the actions with transitions easily identifiable ↑ Advanced use of actions – add another action into the sequence ↓ 4 actions using at least 2 dynamics.
Perform	Perform their sequence in pairs and ask the other pupils to work out which dynamics each pair used.	To be able to create a sequence in pairs to include dynamic performances. To be able to observe and appreciate the work, dynamics and actions of others and offer positive and constructive feedback.		At least 3 different dynamics should be performed 3 actions/motifs to communicate the stimuli (theme)	- Evaluate each technique / method - Assess its difficulty level and its creativity - stop group to identify good performances	Teacher observes students ability to link sequences using a range of dynamics.

Cool Down	Gentle walking along every line within the badminton court	To understand why you Cool Down and do rhythmical movement after exercise		- Gentle walking speed. - Take in deep breaths - Keep upright	Q & A on the teaching points and objectives of the skill, activity and lesson	⬆ Ask pupils questions why a Cool down is essential after exercise
Informed Choices and Lifestyle	Discuss how we become and stay healthy Discuss the positive effects of a balanced diet for a Performers Discuss the benefits of a pre match and post match meal in Dancing. Describe what should be included in a Performers pre and post match meals					
Equipment	TV, Video, Music, CD-Player, Stimuli cards, Assessment Sheets, Peer Evaluation sheets, Dance level descriptors, Digital Camcorder Whiteboard, & Markers					

ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology

Comments / Notes:

HEALTH AND SAFETY THROUGHOUT THIS LESSON

RISK ASSESSMENT: ALL PHASES

- All students must remove jewellery and work barefooted as the hall floor may be slippery.
- Groups are to be aware of others working in and around their own workspace.
- Ensure all assembly chairs are moved well out of the way while students are performing and working.
- Groups are to be aware of others working in and around their own workspace.

ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

Competence	Performance	Creativity	Health and Active Lifestyle
Developing Skills / motifs	Making and Applying	Physical and Mental Capacity	Evaluating and Improving