# Dance Lesson Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Resources

* Portable Stereo
* CD of Nature Sounds
* Large outdoor area to allow all students in class to move freely throughout activity

## Lesson Objectives

To develop understanding of nature and weather and interpret this knowledge through movement

## Prior Knowledge

Students should have a prior knowledge of terminology relating to weather and seasons, as well as being able to recognize different natural sounds.

## Essential Learnings

**Arts**

* Gross motor movements used to create actions
* Fast and slow movements are used to change timing
* Directions, levels, shapes and pathways used to move within a space

**Science**

* Earth and space experience recurring patterns and natural cycles of events, including seasons, weather and moon phases, and these can affect living things

**HPE**

* Development of body and spatial awareness improves movement and confidence in a variety of physical activities

## Classroom Safety

* Students should be wearing hats and sunscreen for sun safety
* Access to either water bottles or drink fountains for hydration
* Area as shady as possible for sun safety
* Area should be clear of hazards to avoid injuries

## Lesson Structure

**Introduction**

* Teacher should do a brief recap of different names of seasons, weather conditions and weather elements
* Explain the activity including warm ups, body of lesson, closure and reflection back in classroom

**Warm Up**

A warm up should be taken at this point to avoid injury. This could be as simple as:

* Stretches
* Walking around in a circle at varying speed

For more information on Warm Up and Cool down exercised visit [Teaching Ideas: P.E. Warm Up and Cool-Down Ideas](http://www.teachingideas.co.uk/pe/contents.htm)

**Body**

1. Play the nature sounds CD. As each sound plays children should create their own movements to interpret the sound into movement. For example light rain could be interpreted as very soft stamping of feet or strong wind can be interpreted as spinning quickly.
2. After all sounds played separate students into even groups one for each sound, i.e. One group for rain, one for thunder, etc. Explain to students that the group will move as their sound is played, but not during the other sounds. As the track progresses the different movements will show the progressing of weather throughout different seasons.
3. As the last track plays teacher should turn down stereo to simulate nightfall and no more weather. Students to react as if they were all nightfall.

**Closure**

A cool down should be taken at this point to avoid injury. This could be as simple as:

* Stretches
* Walking around in a circle at varying speed

For more information on Warm Up and Cool down exercised visit [Teaching Ideas: P.E. Warm Up and Cool-Down Ideas](http://www.teachingideas.co.uk/pe/contents.htm)

## Reflection

Students should write the following in their Arts journals under ‘Dance’

1. Brief description of what happened
2. 2 things they liked about the lesson
3. Anything they didn’t like about the lesson
4. 2 things learnt about movement and weather

## Further Learning

This lesson will link into a science lesson on weather and seasons.