

Sports Leaders UK Level 1 Award in Dance Leadership

Lesson Plan (4)

Session Aims: Understanding The Relationship Of Music To Dance. Unit 4.

Tutor: Hazel Kerr.

Venue: Sans Street Youth and Community Centre. Sunderland

Learning Outcomes: On completion of this Unit the candidate must demonstrate knowledge and skills in the following areas:

- 1. Creating rhythms and sounds through a variety of methods,
E.g. percussion instruments, clapping, stamping and mouth music etc**
- 2. Recognising basic phrases of music and set rhythms**
- 3. Demonstrating rhythmic awareness during the performance of a simple dance routine.**

TIME	CONTENT	TEACHING / COACHING STRATEGY	LEARNING / EQUIPMENT AIDS	ANTICIPATED OUTCOMES
9.00 am	Tutor to welcome the group and explain session content. Beats and rhythms Task. Students are to spend a few minutes exploring the variety of sounds that can be made using as many different body parts as possible eg.Hands -clap, click. Now choose 2 sounds and put them together to make a short rhythmic phrase for 4 counts. The group are to come together and perform these rhythms as a group.	Tutor to make the group feel welcome. Tutor to assist the group where needed. Tutor to assist the students if they are not sure what sounds they can produce with their bodies.	Sports Hall Organise Tutor resource book: Beats and Rhythms Task.	Students to feel welcome. Students are to understand how this activity encourages keeping a rhythm going while being aware of the timing of the other rhythms around them. Students to develop their rhythmic skills. Learning Outcome : 1 / 2

10:00	<p>Rhythmical Exploration Task. Students are to work in small of 3-5 and develop a small rhythmical phrase of 32 beats (4 beats to the bar-8 bars making up the phrase). The groups should then develop a routine to their rhythm. The groups should then perform their rhythm and routine to the rest of the class.</p> <p>Students could progress with this activity further by getting the groups to teach their rhythm and routine to the rest of the class.</p>	<p>Tutor to explain Rhythmical Exploration task to the group.</p> <p>Tutor to give the group some ideas of how to start the task.</p> <p>Tutor to assist the group when needed.</p> <p>Tutor to encourage the groups to feel confident while teaching the other group their routine.</p>	<p>Sports Hall Organise Tutor resource book: Rhythmical Exploration Task.</p>	<p>Students are to have understood the task and work as a group to complete the task.</p> <p>Students are to perform their piece with confidence.</p> <p>Learning Outcome: 1 / 2 / 3</p>
BREAK 11.00				
11:15	<p>Rhythm Task Students are to develop a rhythm that is appropriate to a style of dance, e.g. for street dance- slap side of thighs 3 times then click fingers. Students are to explore ways of developing this: Sitting, standing, kneeling on the move. Students are to add to the rhythm and explore different pathways directions levels and relationships. Try fitting the rhythm to a variety of music and discuss which is the most appropriate and why?</p>	<p>Tutor to give some examples such as how to create rhythms and demonstrate a range of ideas to the students.</p> <p>Tutor to see what the group have created and give help and advice on how this movement can be developed.</p> <p>Tutor to assist group with fitting the rhythm to music.</p> <p>Tutor to have discussions around why this may or may not be appropriate.</p>	<p>Sports Hall Organise Tutor resource book: Rhythm Task.</p>	<p>Students are to understand the task and be able to work as a group.</p> <p>Students should each take an active role in creating either rhythms or movements.</p> <p>Students should be able to understand why fitting a rhythm to music may or may not be appropriate.</p> <p>Learning Outcome: 1 / 2 / 3</p>

LUNCH 12.00				
1:00	<p>Rhythm Orchestra Task.</p> <p>In a circle the leader sets a steady pulse in claps that the group picks up and then one by one adds their own rhythm which layers over the basic pulse.</p> <p>Develop this by clicking fingers slapping thighs and so on. Vocal sounds or words may be added to develop the activity.</p> <p>The leader can conduct the volume by using arm gestures adding rhythm in and out of the overall sound created.</p> <p>Students to be aware of how the activity creates an understanding of pulse.</p>	<p>Tutor to explain the task and give the group some examples of how to start this task.</p> <p>Assistance where needed.</p> <p>Tutor to encourage the group.</p> <p>Tutor to explain how to create a pulse when performing.</p>	<p>Sports Hall</p> <p>Organise Tutor resource book: Rhythm Orchestra Task.</p>	<p>Students are to have understood the task and should be able to ask the tutor any questions about the task.</p> <p>Students are to be able to work as a group to create rhythms, sounds and movements.</p> <p>All students to participate in creating the rhythms, sounds and movements.</p> <p>Learning Outcome: 1 / 2 / 3</p>
BREAK 1.45				
2:00	<p>Exploring the qualities of music task.</p> <p>Students are to continue using the rhythm orchestra idea, create a short phrase of sound in unison over 4 sets of 8 counts in small groups of 4 or 5. Use this to create a short phrase of movement that shows the qualities of the sound, e.g. quiet, flowing, and loud.</p> <p>Can you still create sound while dancing; half of the group dance and then swap over try and experiment.</p>	<p>Tutor to explain the task and use the same idea as the last task.</p> <p>Tutor to give help and advice while the groups are experimenting with creating a phrase.</p> <p>Tutor to encourage the group.</p>	<p>Sports Hall</p> <p>Organise Tutor resource book: Exploring the qualities of music tasks.</p>	<p>Students are to have understood the task and should be able to work in small groups.</p> <p>Students should be able to experiment with creating a phrase of movement.</p> <p>Learning Outcome: 1 / 2 / 3</p>

2:30	<p>Students are to be given Unit 4: Hand Out 3 / 4 / 5.</p> <p>Students to watch a range of video clips from professional dance works, which use silence effectively.</p> <p>Examples: Richard Alston/Christopher Bruce.</p> <p>Students are to notice which parts of the dance are performed in silence and what effect this has on the audience.</p>	<p>Tutor to give the students Hand Outs 3 / 4 / 5.</p> <p>Tutor to organise dance videos to show to the group.</p> <p>Tutor to give some background information on these famous pieces of dance and what the reasoning behind this silence was suppose to be creating atmosphere.</p>	<p>Education Suite</p> <p>Organise Tutor resource</p> <p>Book for information and Hand Outs 3 / 4 / 5</p> <p>T.V</p> <p>Video</p> <p>Lap Top</p> <p>DVD</p> <p>Dance Videos/DVDs</p>	<p>Students are to have observed the dance videos and be able to comment on how the dance pieces use silence to make a statement to the audience.</p> <p>Learning Outcome: 2</p>
3:30	<p>Set phrases and rhythm task.</p> <p>The main function of music has always been to accompany dance.</p> <p>Students must be able to recognise basic phrases of music and set rhythm (these should come from a variety of musical genres and eras).</p>	<p>Tutor to organise varied range of music for the group to listen to in the session.</p> <p>Tutor to help students identify phrases of movement and rhythms in certain pieces of music.</p>	<p>Sports Hall</p> <p>C.Ds variety of music</p>	<p>Students are to have listened to a variety of music and be able to identify phrases of movement and rhythms in certain pieces of music.</p> <p>Learning Outcome: 2</p>
4:00	<p>Students are to listen to different styles of music and see how this relates to the dance style. Is there any similarities in the dance movement to the music.</p> <p>Improvisation Task.</p> <p>Move the way the music makes you feel.</p> <p>Students to take part in an evaluation of the day. What has been good- what could have been better?</p> <p>Dance Choir Task if any time left over.</p>	<p>Tutor to join in with the improvisation task with the students.</p> <p>Tutor to facilitate an evaluation session of how the day has ran.</p> <p>The group should discuss thoughts and opinions.</p> <p>Tutor to write the comments on the flip chart and have them typed up for next session.</p>	<p>Sports Hall</p> <p>C.Ds variety of music</p>	<p>Students should be able to participate in the improvisation task.</p> <p>Students to be confident enough to work on their improvisational skills.</p> <p>Learning Outcome : 1 / 2 / 3</p>