

Sports Leaders UK Level 1 Award in Dance Leadership

Lesson Plan (6)

Session Aims: Creating, Developing and Assisting With A Simple Dance Piece. Unit 6.

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 a simple dance piece from an idea, stimulus or starting point both for self and peers.**
- 2. Awareness of the four elements of Dance: Actions/Space/Dynamics/Relationships as considerations in making a dance piece**
- 3. Creating a movement phrase or motif for a dance**
- 4. Developing variations on a movement phrase or motif for a dance**
- 5. Improving the performance of a dance piece through practice and self/peer evaluation**
- 6. Assisting in the performance of a simple dance piece.**

TIME	CONTENT	TEACHING / COACHING STRATEGY	LEARNING / EQUIPMENT AIDS	ANTICIPATED OUTCOMES
9.00 am	<p>Tutor to welcome the group and explain session content.</p> <p>Tutor to explain how important Space, Dynamics and relationships are when choreographing a piece of dance.</p> <p>Students are to take part in a task: Exploring the use of actions- Students or tutor is to call out words from the list and the group has express each word in a movement.</p> <p>In smaller groups, the group are given 4 of the words and need to create 4 actions to express the words and link them to a movement phrase or motif.</p> <p>Students should then teach their motif to the rest of the group and combine motifs into longer movement sequences.</p>	<p>Tutor to make the group feel welcome.</p> <p>Tutor to explain in depth Space-Dynamics-Relationships.</p> <p>Tutor to organise task who is shouting out the words for this task.</p> <p>Tutor to participate in this task.</p> <p>Tutor to motivate the group.</p> <p>Tutor to assist the group with combining the motifs into a longer movement sequence.</p>	<p>Sports Hall</p> <p>Organise Tutor resource book; Exploring the use of actions task</p>	<p>Students to feel welcome.</p> <p>Students are to understand the difference between Space, Dynamics and relationships when choreographing a piece of dance.</p> <p>Students are to work as a team and on an individual basis.</p> <p>Students are to create a short movement phrase.</p> <p>Students are to combine their short phrases into a longer one.</p> <p>Learning Outcome : 1,2,3,4,5,6</p>

10:00	<p>Task: Exploring the use of actions to create a short movement phrase. Using a movement phrase already created explore levels by altering the level or height that the movement is performed at. Students should then experiment with changing the direction of the travel for the motif. In small groups students should perform motifs with dancers using different facings and special formations. Students should observe each other performing the motifs with different use of space and comment on the effectiveness of each one.</p>	<p>Tutor to explain the task and encourage the group to work as a team.</p> <p>Tutor to support the group in completing this task..</p> <p>Tutor to participate in this task.</p> <p>Tutor to motivate the group.</p>	<p>Sports Hall Organise Tutor resource book;</p>	<p>Learning Outcome : 1,2,3,4</p>
BREAK 11.00				
11:15				Learning Outcome: 1
LUNCH 12.00				
1:00				Learning Outcome: 1
BREAK 1.45				
2:00				Learning Outcome: 1

2:30		Tutor to needed.		Students are to understand the task Learning Outcome: 1
3:30		Tutor		Students are to work
4:00		Tutor to facilitate an evaluation session of how the day has ran. The group should discuss thoughts and opinions. Tutor to write the comments on the flip chart and have them typed up for next session.	C.D's	To observe later