

## Sample Lesson Plan

### Focusing on the Fundamental Movement Skill of Balancing in a Dance lesson – *Compass Dance*

<b>Class Level</b>	All Classes
<b>Strand</b>	Dance
<b>Strand Unit</b>	Exploration, creation and performance of dance
<b>Curriculum Objectives</b>	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"><li>• Explore movements of body parts and body actions</li><li>• Explore different levels, pathways, shapes, balances and directions in space</li><li>• Explore and communicate through body movements a range of moods and feelings</li><li>• Create, practise and perform dances showing a clear beginning, middle and end using techniques of unison (all dancers moving at the same time) and canon (B follows A)</li><li>• Work in small groups to create and perform a dance</li><li>• Perform a dance to music showing a sensitivity to rhythm changes and phrasing</li><li>• Show poise, balance, control and coordination when moving and stopping</li></ul>
<b>Learning outcomes</b>	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"><li>▪ Revise all prior teaching points for the skill of balancing and focus specifically on today's teaching point '<b>arms as still as possible with no excessive movement</b>'</li><li>▪ Practice the skill of balancing in a creative dance</li><li>▪ Understand the importance of balancing</li><li>▪ Identify how to improve their skill of balancing</li><li>▪ Develop their ability to work as part of a group.</li></ul>
<b>Fundamental Movement Skill</b>	Balancing
<b>Resources</b>	Move Well, Move Often resource, music deck of cards, beanbags

### Introduction

1. **Intended learning outcome:** Today we will revise the teaching points for the skill of balancing in our gymnastics lesson. Balancing is a very important skill. Why is this?
2. **Introduce teaching points:** Today we practise the following teaching points for balancing: **Arms extended to the side, as still as possible with no excessive movement.** Can anyone show me how to do this? Why is this important? How will this improve our balancing technique? Demonstrate to the pupils how this is done.
3. **Revise prior learning:** Can anyone remember what we learned last week that can help us when we are balancing?



#### Teaching points for balancing:

- **Support leg still, with foot flat on the ground.**
- **Trunk stable and upright.**
- **Non-support leg bent and not touching the support leg.**
- **Head stable and eyes focused forward on a target.**
- **Arms as still as possible with no excessive movement.**

## Warm Up

### Card Suits: (Move Well, Move Often, Book 3, Page 65)

Invite pupils to stand in a space and start walking on the spot. Using an oversized deck of cards, assign an action to each suit in the deck, e.g.

- Diamonds: Lunges
- Hearts: Jump as high as possible
- Clubs: Star Jumps
- Spades: Squats



The teacher begins by turning over the cards one by one. The suit on the card indicates the action the pupils must perform, while the number indicates the repetitions, e.g. 10 of diamonds means 10 lunges. Jack, Queen and King can be omitted from the pack or can signify 10. Joker cards signify a jog around the playing area for a designated time. Alternatively, arrange the pupils into groups and divide the pack of cards among the groups.

### Frost and Sun (Move Well, Move Often, Book 1, Page 91)

Give two pupils a blue bib and a ball or beanbag and invite them to be the frost. Give two other pupils a yellow bib and a ball or beanbag and invite them to be the sun. The frost must chase the remaining pupils and tag them by touching them with the beanbag or ball. Once tagged the pupil becomes frozen and must perform a balance with their hands held out to the side. They can only become defrosted when they are touched by the sun with the yellow beanbag/ball. After a set amount of time, pause the activity, select new taggers and play again.



## Main Content : The Compass Dance (whole-part-whole approach)

Remind pupils of today's teaching point for balancing: **Arms extended to the side, as still as possible with no excessive movement.** We will incorporate balancing into the Compass Dance and it is important for you to show me that you can do this!

### Whole: group creation of the Compass Dance

#### Introduction to creating dance

Invite pupils to line up in groups of 4.

Begin by walking on the spot. Invite pupils to count their steps out loud, counting up to 25. This doesn't have to be in unison. *When we are creating dance, it's important to be able to count our steps.*

Now invite pupils to count their steps together, in unison, out loud, up to 25.

Now, invite pupils to continue to count in unison, however every time they reach the number 8, they go back to 1 and continue counting again. Continue counting in unison in this pattern:

**1,2,3,4,5,6,7,8, 1,2,3,4,5,6,7,8, 1,2,3,4,5,6,7,8**

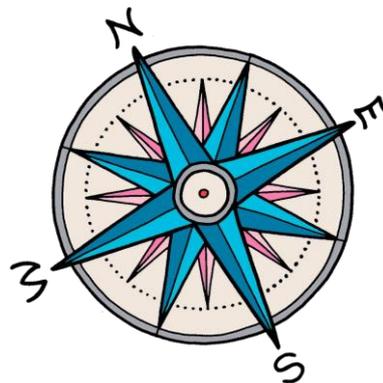
Invite pupils to count faster, slower etc.

Discuss the use of 8 beats in a bar in music and dance.

## The Compass Dance

### Part 1 – moving around the compass points.

Assign compass points to each wall of the room – N, S, E, and W. Walk on the spot facing North. Once you reach the number 8, turn to face West and continue walking, moving through South, East, and back to North. Repeat until pupils are comfortable counting their steps and turning on the 8<sup>th</sup> step. Discuss the qualities of the turn



*Left turn, anti-clockwise, quarter turn, 90 degree turn.*

*Now we are going to break down our 8 steps into two parts – 4 steps forward and 4 steps back. Facing North, march forward for a count of 4. On the fourth count, introduce a kick or heel-tap. March back for a count of 4, and introduce a clap. Add the turns and repeat this movement for each point of the compass.*

*Now we are going to change the way we move towards each compass point.*

Here is where you can invite suggestions from the pupils for the creation of the dance. The basic movement around the compass remains the same, but what we do to get to each compass point will change slightly.

For example:

**North:** wave hands in front of hips towards N, wave hands over head back to the centre.

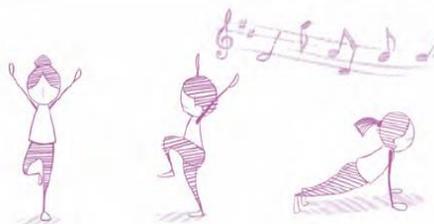
**West:** swim front crawl towards W, backstroke back to the centre.

**South:** rolaí polai towards S, moonwalk back to centre.

**East:** move at a low level with jazz hands towards E, click fingers and flap elbows back to centre.

### Part 2: Introducing balances at each compass point.

Invite pupils to move towards North for a count of 4, and then hold a T balance at North for a count of four. Move back to centre for a count of 4, and then hold a T balance in the centre on the opposite foot for a count of 4. Repeat this process at each point of the compass, but choose your own balance for West, South and East.



### Add music and perform part 1 and part 2.

Play the song *Uptown Funk* by Bruno Mars (or another piece of music with a similar beat). Perform the Compass Dance to the music. Part 1 and Part 2 will bring you as far as the chorus. When you get to the chorus, freestyle!

### Part: practising the skill in isolation

Focus on the T Balance. Remind pupils of the teaching point we are focusing on today: **arms as still as possible with no excessive movement, extended to the side to aid the balance.**

Invite pupils to find a space in the room. Play a new piece of music. When the music stops, pupils find a partner, face each other and perform a T balance, focusing on the teaching point. Play the music again and invite pupils to continue moving around the space. Invite them to change the way they are moving: travelling method, direction, level, pathway, speed, etc. Invite them to add turns. When the music stops, find a new partner and perform the T balance on the opposite foot. Repeat this process a few more times.

## Whole – Group dance creation and completion of the compass Dance

Repeat the Compass Dance and remind pupils to focus on the teaching point for balancing when they are performing their balances in part 2.

### Development:

Creating dance in groups – choose from the following options:

**Option 1:** Invite each group of four (in their line) to change the way they move in part 1 of the dance. They must continue to move forward and back to the compass point and back to centre, and to move around the compass points on each count of 8, but they can alter the actions they do at each point (swim strokes, jazz hands etc).

**Option 2:** Invite each group to create a dance for the chorus. They must include a group shape and a change of position when creating this dance. They will not move forward and back to the compass points for this piece. In the music *Uptown Funk*, there are 6 counts of 8 for the chorus, so each group can decide what to do for this 6 counts of 8. Once the groups have begun to put a structure on this part of the dance, play the chorus a couple of times for them to practice.

**Repeat the Compass Dance together.** Each group will have varying movements for certain parts of the dance but they will all be able to perform it together.

## Conclusion

### Opportunity for Feedback

Teacher gives and discusses feedback on the performance of the dance, including the creation of dance and the performance of the balances during the dance. On returning to class, pupils write or draw instructions for the Compass Dance in their PE journal.

### Summary:

Use the balancing poster to summarise the teaching points of balancing learned to date:

- **Support leg still, with foot flat on the ground.**
- **Trunk stable and upright.**
- **Non-support leg bent and not touching the support leg.**
- **Head stable and eyes focused forward on a target.**
- **Arms as still as possible with no excessive movement.**

## Cool Down activity

### Step in, step out



Arrange pupils in a circle, shoulder to shoulder. When the teacher says 'step in', all pupils step in. when the teacher says 'step out', all pupils step out. When you have practised this a couple of times, continue using the following instructions:

- ★ Say what I say, do what I say
- ★ Say what I say, do the opposite
- ★ Say the opposite, do what I say

### Slow dynamic and static stretching.

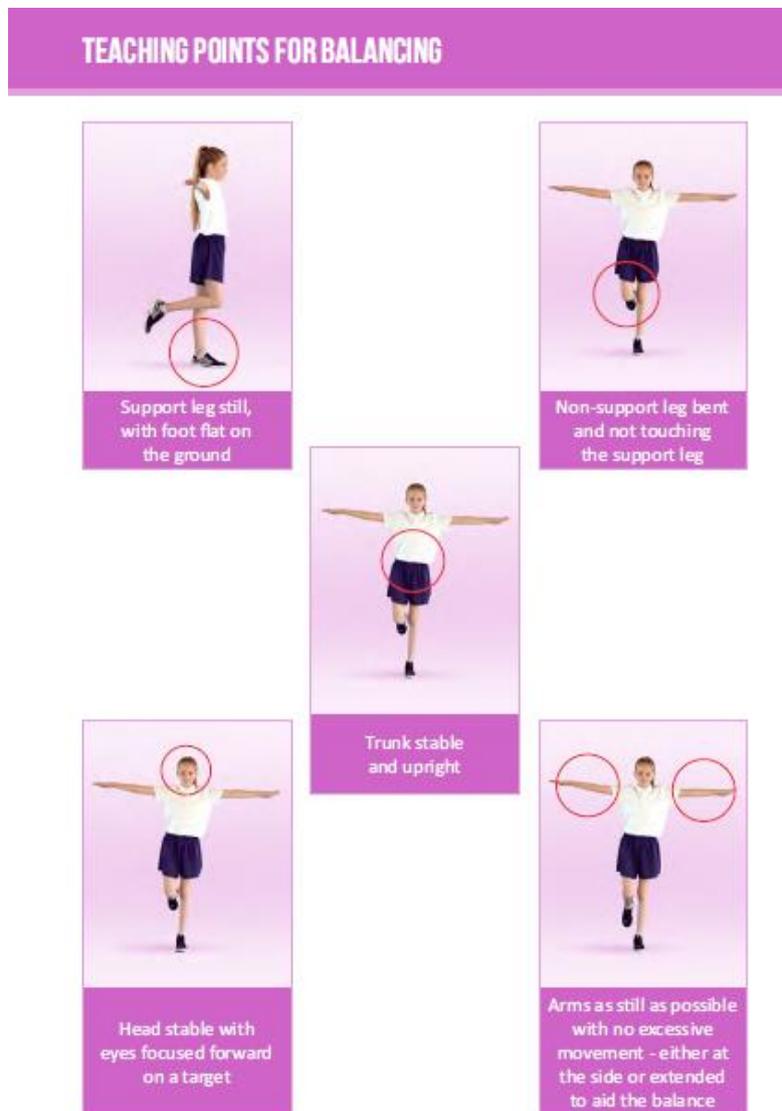
In the circle, lead the pupils through a range of slow movements such as hip circles, deep breaths, arm lifts, forward folds. Invite the pupils to sit cross-legged or lie in a comfortable position breathing in and out slowly with eyes closed. The teacher asks them to: (a) listen to sounds around them; (b) to think about their favourite part of the lesson and to visualise the activity. Play some calming music. After a couple of minutes, call the pupils one by one to line up before returning to class.

### Take Home Activity:

Show someone how to do the Compass Dance at home. Practise your T balance in front of the mirror.

### Opportunity for Self-Assessment:

Use the self-assessment web (middle and senior classes) or the self-assessment template for junior classes. All assessment templates are available to download from [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit)



## Self-Assessment Web

Balancing	
<p><b>Pupil's Name:</b> While attempting this skill, I felt:</p>  <p><b>Rate your effort level:</b>            Light <input type="checkbox"/>    Moderate <input type="checkbox"/>    Vigorous <input type="checkbox"/></p>	<p><b>Teacher comment:</b></p>   <p><b>Date:</b></p>