

Sample Lesson Plan – Sarah Platt

Date:	Lesson 5 of 8	Participants: 10
Venue: Fitness centre: People arrive independently.		Additional needs: Participants are able bodied with no major additional needs. Those with medical conditions have been approved for exercise by their GP and understand how to work within their capacity. Make chairs available for support and/or sitting and invite participants to sit down and/or hold chair or wall whenever necessary. All work can be adapted to sitting.

Lesson aim (Overall): To use a range of dance activities to develop physical wellbeing and enhance creativity through dance as an art form.	Learning Objectives (2-3 maximum) <ul style="list-style-type: none"> • Increased movement and fluidity through all joints • Respond to stimulus to create own movements / combinations • Improve security of movement actions and balance
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Time	Activity	Teaching points/safety considerations	Resources/music
11am	Warm up Taken in a circle. Start gentle knee bends which should be maintained throughout. Add hand/wrist shakes, develop directionally (side/side, up/down). Into arm swings (parallel /co-ordinated /opposition) and then general movement on spot covering all body parts: fingers, wrist, elbows, shoulders / toes, ankles, knees, hips / waist, neck.	Ensure participants are well spaced. Start with hand extremities and move inwards. Care with shoulders, neck, head action. Move to individual extents. Care with balance, use chair / wall. Stop when necessary, no pain to be felt. Should be able to chat throughout. Close observation of participants' reactions and adapt movement and	Lively music with a strong beat – for example: <i>Michael Jackson - Number ones 2003</i> [MP3] Jackson, M. Available at: http://www.amazon.co.uk/Number-ones/dp/B001LXTXWQ/ref=

	Alternate knee bends with sways, lunges, marching steps. Gentle cardio vascular approach to raise body temperature and increase breathing.	intensity accordingly.	dm_cd_album_Ink
11.10	Creative Standing in a circle – name game – gestures developed into dance movement, based on participants names. Give example – my name starts with S – draw large exaggerated vertical S shape using crown of head high to low. Share names and explain choice of action, all to copy.	Ensure participants are comfortable with being focus of attention – allowed to pass on if not happy: share name and I (or others?) can suggest an action.	Background music – e.g. <i>The Piano: Music from the Motion Picture</i> 1992 [CD] Nyman, M. Published by Chester Music Ltd.
11.20	Tap Face Front - Introduce basic moves – beats, taps, brushes, heels, toes. Counting 6/2 then swap. Walks in circle then into free space: heel-ball and ball-heel walks. Decrease number of each until 4 (or 2?) then swap. Clapping and arm work (Cross, clap, down, clap). Rhythms – e.g. Quick quick slow. PARTNER work – taking turns to choose movements / sequences whilst partner observes & copies.	Aiming for increased flexibility and movement throughout feet, ankles, knees and legs. Help develop balance – eyes up to assist. Crossing body for increased brain activity! Cognitive work – counting and remembering combinations.	Continuous instrumental tunes from old musicals / films. <i>Practise Tap 2</i> [CD] The Brian Dee Trio. Published by Dancemusic.
11.30	Ballet / lyrical. Face mirrors - Introduce basic ballet moves and concepts. Posture, turn out, strength,	Change atmosphere – calm, controlled breathing, peaceful. Softness in arms and strength in legs. Imagery to help	<i>Divine Music for Ballet Class</i> 2013 [iTunes] Harris, L.

	breathing. <i>Plies, tendus, fondus</i> , maybe rond de jambe. <i>Ports de bras</i> – name positions. Travelling arm sequence – ‘Take your bubble for a walk’. Intersperse with non-locomotive movement.	achieve technical details. Give information re names of foot and arm positions. Lyrical feel for ports de bras.	available at: https://itunes.apple.com/us/album/divine-music-for-ballet-class/id526197077
11.40	Dance – using props. Use of props – Ribbons, coloured red and/or blue. Use ribbon as a starting point for movement, thinking about flow and continuity; lines, circles, spirals; around, under, over. Keep your ribbon as far away from others as possible / ribbons interact with others.	Encourage movement on different levels, in different directions, using spatial awareness. Alternate hands / both hands. Other body parts? Demonstrate varied movement without specifying steps – individual response.	As above.
11.50	Cool Down Use ribbons to join together in a circle, connection through group. Add inward / outward / side actions. Lower heart and breathing rate. Stretch out all body parts. Peaceful, return self to calm state.	Encourage communication between group. Name each body part as going through so participants can focus on moving the specified body part.	<i>Michael Jackson - Number ones</i> 2003 [MP3] Jackson, M. Available at: http://www.amazon.co.uk/Number-ones/dp/B001LXTXWQ/ref=dm_cd_album_ink