

DANCE LESSON 3 Athletics

KS1

Learning Intention: How can you perform dance movements with control?

Yr 1

I can perform dance movements with support

I can basic perform dance movements with some control

I can perform dance movements with co-ordination and control

Yr 2

I can perform basic dance movements with some control

I can perform dance movements with co-ordination and control

I can perform dance movements showing fluency, control and co-ordination

Resources:

Warm-Up Music Track
Chariots of Fire
Rise to Victory

NOTE: Before the lesson you could show the children A1 video.

WARM UP:

MUSIC: See Warm-Up Music Track

1. Children walk around the space and weave in and out of each other.

2. Teacher calls out 3 different commands for the children to stop walking and do:

Stop: Freeze in any sporting position (e.g. kicking a ball.)

Sprint: Run really fast on the spot

Jump: Small jumps on the spot

3. The teacher then gives the command to continue walking.

ACTIVITY 1: Athletics! (Discuss and show)

Teacher to discuss with the children all of the track and field events they already know.

100m sprint, long jump, high jump, triple jump, hammer, javelin, shot put etc.

Teacher to discuss the equipment and the types of movement used in each event.

ACTIVITY 2: Track! (The Big Race)

MUSIC: Chariots of Fire

1. The children get into their pairs standing side by side/ or do this as a whole class.

2. The teacher sets a start point and end point for the race (back to front of the room.)

3. The children begin in a sprint start position and then mime a race to the finish line. This is done all in time to the music (slow motion)

Start: Squat down on the floor imagining they are on the starting blocks

Middle: run in slow motion moving forward

Finish: Imagine they are going over the finishing line

End: A finishing winners pose.

TP: can the children keep control of their movements when going in slow motion

ACTIVITY 3: Track and Field!

1. Teacher to model the different types of movement you might do with each field event together with the class. The children spread out and try each movement for themselves:

Shot put: pushing the shot forward rather than throwing

Javelin: Slight run forward, lunge and throw

Long jump: Taking off with one foot and landing with two feet

Hurdles: Imagine they are jumping over the hurdles

2. The children now walk around the space and as the teacher calls out each field event, the children stop and perform the action.

3. The teacher then gives the command to continue walking.

ACTIVITY 4: Athletics! (Dance Performance)

1. The children get into their pairs, standing side by side and choose 2-3 of their favourite movements from activity 3 - can they take it in turns?

TP: The teacher may want to model this first with one pair.

Extension: The children can add their Big Race from activity 4 onto the end. Finishing in a winning race pose.

ACTIVITY 5: Athletics! (Dance Performance)

MUSIC: Rise to Victory

1. Split the class into two. One half to dance and the others to watch.

2. Teacher to spread out the groups and count them in to the music.

3. Children can be mini-coaches and give feedback to the performers. What did they like about the performance? Did it feel like a competition?

4. Swap over.

COOL DOWN

Children move around the area, changing the speed of travel from a fast to a slow walk to bring the heart rate down.

PLENARY

Did you enjoy the dance? What is your favourite track and field event? Was it fun taking part in a race? Can you remember what you felt like taking part in a sport day race or event?