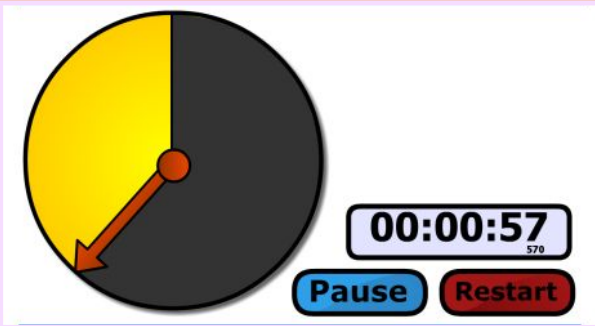


Modified Lesson Plan for Children with Severe and Profound General Learning Disabilities - suitable for all ages

Strand: Dance

Strand Unit: Exploration, Creation and Performance of Dance

The child should be enabled to *explore dynamics in movement and experience a variety of ways of moving*

Introduction	Modifications
<p>Warm-Up Activity: Dancing Body Parts Pupils find a space in the playing area. Pupils are encouraged to move slowly around the room, listening to the gentle shaking of the tambourine, and to be still when the sound stops. Invite pupils to take turns using the tambourine.</p> <p>Attention is drawn to parts of the body, with assistance as required, by tapping the shoulders, patting the knees, stamping the feet, patting the head, patting the tummy. Now when the tambourine stops, pupils must keep their body still while only moving a particular body part as shown on a visual cue. Invite pupils to take turns selecting the body part. Shake the tambourine again and repeat the activity.</p> <p>Give each pupil a hula-hoop and invite them to move around the room holding the hoop around their waist. Now when the tambourine stops, they gently allow the hoop to drop to the floor, before dancing with the body part shown on the visual cue. Shake the tambourine and repeat the activity. Set the hula-hoop at the edge of the room.</p> <p>Spontaneous Free Movement Break Set a specific amount of time using a visual timer, allowing the pupils to move freely and spontaneously around the space to music for that duration of time. When the time is up, pupils return to their hula-hoop and stretch.</p> <p>Warm-Up Activity: Follow the Leader Shape Circle Arrange pupils in a circle formation. Teacher guides pupils through a range of body shapes and stretching activities. Invite pupils to take turns making shapes, while the others copy their actions.</p>	<p>Ensure space is free of obstacles. All pupils move around at their own pace. Teacher may choose to use visual instructions for the body parts and limit vocal instructions.</p> <p>Ensure pupils are wearing appropriate footwear and clothing.</p> <p>Ensure pupils understand the importance of others' space when moving around.</p> <p>Pupils may like to watch others do the tasks and observe the variety of movement. Teacher may wish to demonstrate the movements for individual pupils.</p> <p>Consider using visual timers for free movement breaks</p> <div data-bbox="1400 1053 1993 1380"></div>

Fundamental Movement Skill Development - Walking, Balancing

Dancing with props

Pupils find a space in the playing area. Each pupil has a small scarf. Pupils are invited or guided in walking around the room quietly and slowly, lightly pulling the scarf through the air. On a signal, pupils freeze on the spot, holding the scarf still. Play soft, light music and invite the pupils to walk around the space again in time with the music, moving their scarf in any way they like around their body in space. When the music stops, pupils freeze, making a shape with their body and the scarf.

Invite the pupils to take a balloon with a piece of string attached for holding instead of a scarf. Play the soft music again, encouraging the children to move softly through the space, dancing with the balloon. Change the music to a variety of different rhythmic patterns and encourage the children to respond to the different tempos and sounds.

Parachute Dance

All pupils and support staff stand around the edge of the parachute, holding the handles. All pupils lift the parachute together and let it float back down to the ground without letting go. Lift the parachute again and shake gently like a soft breeze, then suddenly like a big storm. End by lifting the parachute high and letting it float away, or by sitting on the ground, lifting the parachute high, and letting it drift down over the pupils legs.

Ensure pupils have enough time to try out and practise their ideas and movements, and if possible, to talk about what they have done.

Encourage pupils to take the opportunity to watch others, to talk about what they see, and to copy movements.

Provide visual and verbal cues to count down time.

All of these activities could be completed by pupils in a mainstream class alongside their peers, or in a differentiated special class or school setting, depending on the needs of the particular children.

Conclusion

Cool-Down Action Dance

Choose an action song that the pupils are familiar with and perform the actions to the song, at various speeds, starting with fast pace, and finally repeating it slowly at the end.

Cool-Down

Each pupil returns to his/her space, lies on the floor and relaxes arms, legs and torso, listening to calming music. If possible, invite pupils to verbalise or use symbols to show how they feel - cool, calm, hot, tired etc.

Considerations for the Teacher:

■ How does this activity allow pupils to participate at their ability level? ■ How can the activity develop confidence in pupils? ■ How can social interaction be explored in this activity? ■ Does this activity address the development of the Fundamental Movement Skills of walking and balance for each child at their own level?

