

Author: Paolo Zuccatti

## Lesson plan Title

<b>School</b>	<input type="radio"/> Primary <input checked="" type="radio"/> Middle <input type="radio"/> High
<b>Year / Class</b>	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Subject : Physical Education</b>	<b>Topic: Let's dance</b>
<b>CLIL language</b>	<b>English</b>
<b>Teacher / Teaching team profile</b>	Teacher's role: <input checked="" type="radio"/> Main Teacher <input type="radio"/> Co-teacher         Subject taught: Physical Education
<b>Student group profile (general)</b>	CEFR Level: <input checked="" type="radio"/> A1 <input checked="" type="radio"/> A2         3students  <input checked="" type="radio"/> Experiences of CLIL
<b>Timetable fit</b>	<input checked="" type="radio"/> Lesson         Previous lessons: Lesson 1 Brainstorming about dance. Definition of dance,, rhythm and beat. Identify the first beat, perform two dances (gioca jouer, YMCA)

Author: Paolo Zuccatti

		Future lessons: 3-4 Create a choreography of eight sequences. Language Assessment and Performance Assessment
<b>Resources &amp; tools</b>	<p>Resources: Blackboard, Interactive Whiteboard, Recorder, Wikipedia definitions: dance, rhythm and beat. Picture: Wikipedia dance. You tube: Danza folcloristica Val di Sole. You tube: Gioca Jouer English version. Songs : CD Millennium. Track 1( Imagine Beatles)- Track 2(No Woman No cry Bob Marley-5 With or Without you U2) Song: CD CD 2004 Grammy nominees.(Beyonce' featuring Jay-z "Crazy In Love" track n°1). Peer evaluation: <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132779#.VyojITG9HGL">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132779#.VyojITG9HGL</a> Project dance <a href="http://www.peplanning.org.uk/resources/dance-resources/">http://www.peplanning.org.uk/resources/dance-resources/</a> Differentiation Adapted by <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12632#.VzzHISG9HGI">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12632#.VzzHISG9HGI</a> Basic step of line dance: Pictures: <a href="http://www.benessere.com/fitness_e_sport/ginnastica/aero_passibase.htm">http://www.benessere.com/fitness_e_sport/ginnastica/aero_passibase.htm</a> Picture V step: <a href="https://www.skinnymom.com/v-step-with-overhead-reach/">https://www.skinnymom.com/v-step-with-overhead-reach/</a> Picture Grapevine: ginnastica aerobica <a href="http://ambretti.altervista.org/ginn-aerobica.htm">http://ambretti.altervista.org/ginn-aerobica.htm</a></p>	

Author: Paolo Zuccatti

<b>Students' prior knowledge, skills, competencies</b>	Subject	Language
	<p>English: Activate students' prior knowledge: Imperative, present, comparative form,</p> <p>Physical Education: Prior knowledge: some students know what rhythm is and can dance. Skills: combine and perform four sequences of movement, follow the rhythm. Evaluate their classmates</p> <p>Competence: Can cooperate, can communicate with a classmate. Can evaluate the classmate.</p>	<p>Skills: communicate with their classmates Competence: Can communicate in pairs.</p> <p>Students' prior knowledge: new topic</p> <p>Name of the parts of the body. Definitions of directions: forward, backward, side, up, down.</p>

<b>Learning Outcomes expected for this lesson</b>	<p><b><i>Learning Outcomes:</i></b> Skills: be able to identify the first beat, be able to combine and perform four sequences of movement, be able to evaluate a classmate. Be able to communicate and collaborate with your classmate. Knowledge: Know the procedure to perform a sequence of movement and the procedure to perform a choreography. Know the basic steps of a line dance. Be aware of a peer evaluation.</p> <p><b><i>Cognitive-linguistic competencies to develop. E.g. see the document “Critical thinking skills”.</i></b> Cognitive competencies: Identifying the first beat. Combine and perform four sequences of basic line steps: (Follow the procedure to create a sequence, perform the basic step of line dance, follow the procedure combine a choreography of 4 sequences). Evaluate a classmate.</p> <p><b><i>Linguistic competencies:</i></b> Grammatical structure: Use of the imperative. Use of time prepositions: before, then, after. Use of comparative forms (faster, more slowly). Give options (agree and disagree). Define the subject vocabulary language: rhythm, beat, choreography, basic step of line dance, sequence. Revisited: slow, fast, high, low, arm, feet, leg. Revisited directions: forward, backward, side, up and down.</p> <p><b><i>Functions:</i></b> Describing sequence, performing, evaluating, giving opinions, justifying judgements, asking and answering..</p>
---	---

	<p><b>Example of communication.</b> <b>Combine and perform four sequences.</b> Student1: What sequence do we perform? Student2: Step out. Student 1: I prefer the line step grapevine because... Student 2: I agree with you, because... The students perform. Student2: It isn't right! Don't do it to the left but to the right. Repeat it again. Or Student2: That's right, but it is better to do it another time.</p>
<b>Methodology</b>	<p><b>Methodology: Task based learning.</b> First, I activate prior knowledge, then give the task to the students and the evaluation criteria. Adapt the content with a visual organiser. During the lesson the students have to perform four sequences in pairs. At the end, they evaluate themselves and the teacher gives feedback and evaluates the students.</p> <p><b>How the teacher in a particular lesson manages to integrate language and content.</b> Combine and perform four sequences of basic line steps. Imperative form, comparative form, give opinions (agree and disagree) Student 1: I prefer the line step grapevine because... Student 2: I agree with you, because...</p> <p><b>Differentiation:</b> This dance could be done from a wheelchair using arms and upper movements. Students with cognitive disabilities can repeat each 8 counts combination 4 times and then move to the next 8 counts or even allow some pauses between the steps. Adapted by <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12632#.VzzHISG9HGI">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12632#.VzzHISG9HGI</a> <a href="#">minabinations</a>.</p>

Activity	Activity aims	Activity Procedure	Language Structures	Interaction	Materials (please cite all sources)	Timing	Assessment
<b>1</b>	<b>What is the purpose of this activity of the lesson.</b>	What will happen during this stage of the lesson.	Communication competence;	X Whole class X Individual work	What materials are used during the lesson? Flashcards, pictures, songs, Power Point, ICT tools, etc. All materials should be referenced clearly paying attention to the copyright rules.	The timing of each activity should be as accurate as possible	Assessment tools in relation to the learning outcomes of the lesson
	<b>Activate prior knowledge.</b>	The teacher asks the class about what they studied in the last lesson.  Some closed questions about the content (Dance, rhythm, beat and choreography)	Can remember and explain the content (dance, rhythm, beat and choreography)		Work book Interactive white board	5 minutes	Can speak about the content, definitions of rhythm, beat, dance and choreography.

2	<p><b>How to perform a sequence.</b></p> <p><b>How to perform a choreography.</b></p> <p><b>Description of the basic line steps</b></p>	<p>The teacher explains the procedure to perform a sequence, to perform a choreography and descriptions of the basic line steps.</p> <p>The students copy in their workbook the competence: -perform a sequence, (identify the movement, define the movement, count without music and with the rhythm of the music).</p> <p>Perform a choreography: 1 Sequence, 2 sequence, 1+2, 3 sequence, 1+2+3, 4 sequence, 1+2+3+4.</p> <p>-The teacher gives the students a copy of the basic line steps and describes the steps</p>	<p>.</p> <p>Imperative: Perform. Directions: forward, side backward, up and down.</p>	<p>X Whole class</p>	<p>Workbook. File Let's dance. Interactive white board. Copy of line steps. Workbook.</p>	<p>20 minutes</p>	
---	---	--	---	----------------------	---	-------------------	--

Author: Paolo Zuccatti

3	<b>In the gym to learn some step of line dance.</b>	The teacher in front of the students performs a sequence of basic line steps (march, step out, step touch, lunge, grapevine, knee up, V step, Jumping Jack) and the students copy the movement. During the exercise the teacher corrects the students.	Imperative: perform. Directions: forward, side, up, down. Part of the body: arm, leg, knee. Vocabulary of the basic steps of line dance.	X Whole class X Individual work	Recorder. Song: CD CD 2004 Grammy nominees. (Beyoncé' featuring Jay-z "Crazy In Love" track n°1).	20 minutes	Can follow the rhythm of the music. Can perform the basic step of line dance.
	<b>How to perform a sequence.</b>	Procedure: perform a sequence of movement. Identify one of the movements (march, step out, step touch, lunge, grapevine, knee up, V step, Jumping Jack). Define in which direction the movement begins. Count from 1 to 8 without the rhythm of the music and perform the sequence. Count from 1 to 8 with the rhythm of the music and perform the sequence	Comparative (faster, more slowly).		Copy of basic line steps.  Workbook with the procedure: perform a sequence and perform a choreography		Can perform the basic line steps and can follow the procedure to perform a sequence.
	<b>How to perform a choreography.</b>	The teacher in front of the students performs the procedure of how to create a choreography. Performs the first sequence. Finds another sequence and adds the first sequence to the second. Performs the two sequences together. Performs the third sequence. Performs the 1-2-3 sequences together. Performs the fourth sequence. Performs all the sequences together.					Can follow the procedure to create a choreography.



4	<b>In pairs combine four different sequences of movement.</b>	<p>The teacher reminds the students about the procedure to perform a sequence, perform a choreography and the basic line steps. Also gives them a copy of the dance peer evaluation and explains to the students the criteria of the peer evaluation of the students and of the teacher.</p> <p>The teacher divides the class in pairs and assigns each student a rule.</p> <p>Rule: a student counts and follows the rhythm of the music; the other controls the execution of the movement and the procedure.</p> <p>The teacher explains how to communicate with the classmate during the performance and shows an example.</p> <p>During the task the teacher controls the pairs and helps the students to perform and to communicate.</p>	<p>Imperative: perform, count.</p> <p>Comparative: faster, more slowly.</p> <p>I prefer grapevine because..</p> <p>I agree but.. I disagree because..</p>	<p>X Pair work X Individual work</p>	<p>Workbook with the procedure to perform a sequence, procedure to perform a choreography, and copy of the basic line step.</p> <p>Copy of the peer evaluation.</p> <p>File: let's dance.</p> <p>Recorder.</p> <p>Song: CD CD 2004 Grammy nominees. (Beyoncé featuring Jay-z "Crazy In Love" track n°1).</p>	30 minutes	<p>Students :</p> <ol style="list-style-type: none"> <li>1.Can perform all steps correctly.</li> <li>2. Can perform all dance steps in the correct sequence.</li> <li>3 Can follow the correct rhythm of the music.</li> <li>4. Is motivated to participate in dance.</li> </ol> <p>Teacher:</p> <p>Can evaluate and recognize their own success.</p> <p>Can recognize what they do well and what they find difficult.</p> <p>Can perform the four sequences.</p> <p>Can communicate and collaborate with classmates.</p>
---	---	---	---	--	--	------------	---

Author: Paolo Zuccatti

5	Peer evaluation	<p>A student performs the sequences and the other compiles the peer evaluation sheet.</p> <p>During the task the teacher controls the pairs and helps the students to perform and to communicate.</p>	<p>Communication in pairs about the peer evaluation.</p> <p>I give 5 points because... I agree with you but... because...</p>	X Pair work	<p>Recorder. Song: CD CD 2004 Grammy nominees. (Beyoncé featuring Jay-z "Crazy In Love" track n°1). Peer evaluation.</p>	10 minutes	<p>Student criteria:</p> <ol style="list-style-type: none"> <li>1.Can perform all steps correctly.</li> <li>2. Can perform all dance steps in the correct sequence.</li> <li>3 Can follow the correct rhythm of the music.</li> <li>4. Is motivated to participate in dance.</li> </ol> <p>Teacher criteria:</p> <p>Can evaluate and recognize their own success. Can recognize what they do well and what they find difficult Be aware of a peer evaluation.</p> <p>Can communicate and collaborate with their classmates.</p>
---	-----------------	---	---	-------------	--	------------	---

Author: Paolo Zuccatti

6	<b>Analysing the task.</b>	The teacher collects the peer evaluation sheets and gives the students feed-back about the task. Also the teacher takes a vote about the peer assessment.	<p>The teacher agrees with the students, because.. or but...</p> <p>The student disagrees with the teacher because..</p>	X Teacher and pairs.	Peer evaluation	10 minutes	<p>Teacher:</p> <ul style="list-style-type: none"> <li>-Can evaluate and recognize their own success.</li> <li>-Can recognize what they do well and what they find difficult</li> <li>-Be aware of a peer evaluation</li> <li>-Can the students communicate and collaborate with their classmates?</li> </ul>
7	<b>Introducing the new task: Create a choreography of eight sequences and homework</b>	<p>The teacher in front of the class introduces the new task for the next lesson: Create a choreography of eight sequences.</p> <p>The teacher gives two homework tasks:</p> <ol style="list-style-type: none"> <li>1.Create a sequence of movement. The students can research on the Internet or create their own.</li> <li>2.Study the procedure to perform a sequence and to perform a choreography.</li> </ol>	<p>Imperative.</p> <p>Going to:</p> <p>For the next lesson we are going to create a choreography of eight sequences.</p>	X Whole class		5 minutes	