

Author: Paolo Zuccatti

Lesson plan Title

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

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		Future lessons: 3-4 Create a choreography of eight sequences. Language Assessment and Performance Assessment
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Resources & tools	<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: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132779#.VyojITG9HGL Project dance http://www.peplanning.org.uk/resources/dance-resources/ Differentiation Adapted by http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12632#.VzzHISG9HGI Basic step of line dance: Pictures: http://www.benessere.com/fitness_e_sport/ginnastica/aero_passibase.htm Picture V step: https://www.skinnymom.com/v-step-with-overhead-reach/ Picture Grapevine: ginnastica aerobica http://ambretti.altervista.org/ginn-aerobica.htm</p>
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	Subject	Language
Students' prior knowledge, skills, competencies	<p>English: Activate students' prior knowledge: Imperative, present, comparative form,</p>	<p>Skills: communicate with their classmates Competence: Can communicate in pairs.</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>Students' prior knowledge: new topic Name of the parts of the body. Definitions of directions: forward, backward, side, up, down.</p>
	<p>Competence: Can cooperate, can communicate with a classmate. Can evaluate the classmate.</p>	

<p>Learning Outcomes expected for this lesson</p>	<p><i>Learning Outcomes:</i> 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><i>Cognitive-linguistic competencies to develop. E.g. see the document “Critical thinking skills”.</i> 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><i>Linguistic competencies:</i> 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><i>Functions:</i> Describing sequence, performing, evaluating, giving opinions, justifying judgements, asking and answering..</p>
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	<p>Example of communication. Combine and perform four sequences. 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>
Methodology	<p>Methodology: Task based learning. 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>How the teacher in a particular lesson manages to integrate language and content. 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>Differentiation: 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 http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12632#.VzzHISG9HGI minabinations.</p>

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

<p>2</p>	<p>How to perform a sequence.</p> <p>How to perform a choreography.</p> <p>Description of the basic line steps</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>	
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<p>4</p>	<p>In pairs combine four different sequences of movement.</p>	<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. Copy of the peer evaluation. File: let's dance.</p> <p>Recorder. Song: CD CD 2004 Grammy nominees. (Beyoncé featuring Jay-z "Crazy In Love" track n°1).</p>	<p>30 minutes</p>	<p>Students :</p> <ol style="list-style-type: none"> 1.Can perform all steps correctly. 2. Can perform all dance steps in the correct sequence. 3 Can follow the correct rhythm of the music. 4. Is motivated to participate in dance. <p>Teacher:</p> <p>Can evaluate and recognize their own success. 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>
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<p>5</p>	<p>Peer evaluation</p>	<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>	<p>X Pair work</p>	<p>Recorder. Song: CD CD 2004 Grammy nominees. (Beyoncé featuring Jay-z "Crazy In Love" track n°1). Peer evaluation.</p>	<p>10 minutes</p>	<p>Student criteria: 1.Can perform all steps correctly. 2. Can perform all dance steps in the correct sequence. 3 Can follow the correct rhythm of the music. 4. Is motivated to participate in dance.</p> <p>Teacher criteria: 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>
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6	Analysing the task.	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.	The teacher agrees with the students, because.. or but.. The student disagrees with the teacher because..	X Teacher and pairs.	Peer evaluation	10 minutes	Teacher: -Can evaluate and recognize their own success. -Can recognize what they do well and what they find difficult -Be aware of a peer evaluation -Can the students communicate and collaborate with their classmates?
7	Introducing the new task: Create a choreography of eight sequences and homework	The teacher in front of the class introduces the new task for the next lesson: Create a choreography of eight sequences. The teacher gives two homework tasks: 1.Create a sequence of movement. The students can research on the Internet or create their own. 2.Study the procedure to perform a sequence and to perform a choreography.	Imperative. Going to: For the next lesson we are going to create a choreography of eight sequences.	X Whole class		5 minutes	