

Lesson Plan for CSTD Theatrical & Performing Arts Syllabus

Teacher:	Jane Smith	School:	Twinkle Toes Dance Academy	Level	TPA3
Lesson Number Date :	1 Feb 21 2017	Lesson Duration	60 mins		

LESSON OUTCOMES	First lesson back for term warm up / technique and introduction to Level 3
Time	Lesson Content & Resources
DRAMA WARM UP 5 mins	<p>“WHOOSH” Procedure:</p> <ol style="list-style-type: none"> Everybody stands in a circle. Start with one person, who waves both hands to his/her neighbour, saying `Whoosh`. The next person passes the Whoosh to his neighbour, and that way the Whoosh is passed around the circle. <p>There's 4 other sounds/movements that can be made:</p> <p>Whoa!: indicated by saying “whoa”, and holding up both hands in a stop motion. A “Whoa” changes the direction of the Whoosh.</p> <p>“Zap”: instead of passing the Whoosh to your neighbour, it gets zapped to the person you point to with your hands clapped together. The receiver continues with either a Whoosh to his neighbour, or another Zap to another person. A “Whoa” after a Zap returns to the Zapper.</p> <p>“Groooooooooooveliicious`: for this one the whole group bends down and up again in a kinda groovy way, all saying Grooooooooooveliicious. Afterwards, the person who started the Grooveliicious sets the Whoosh in motion again, in any direction.</p> <p>“Freakout”: indicated by waving both hands in the air. Everybody starts screaming and moves to the centre of the circle. When everybody is “freaked out” a new circle is formed, and the starter of the Freakout sets the Whoosh in motion again.</p>
DIALOGUE 5 mins	Read through the Dorothy and Scarecrow dialogue
SINGING 10 Mins	<p>Introduction to singing Standing in circle, 'neutral position' at all times. Discuss '1 percenters' - little things you do that add up to 100% good singing <u>Warm-ups : 3 minutes</u></p> <ol style="list-style-type: none"> Frisbee throw (projection, confidence and oo vowel) Hands on diaphragm. 10 doggy pants to feel where associated muscles are. Sprinkler sound: breathe in, then out in spurts, ss ss ss ss ss ss Karate Santa: (big sound, diaphragm use, vowel shape) HO HO HO! HA HA HA! HE HE HE <p><u>Song</u>: Listen to /watch professional version of the song Short discussion about the musical it comes from.</p> <ol style="list-style-type: none"> Phrase 1. Teacher models the first phrase (or uses a recording). Students repeat. Teacher asks what the lyrics mean (or explains) Repeat no 1. Teacher models and corrects any obvious vowel sound issues (like diphthongs- all vowels should be a consistent sound and change at the end of the note.) Repeat no 1. Teacher models and correct any obvious pitch issues: changes between notes 'Brainwash' any intervals or small series of notes that are still a problem (repeat the small section at least 4 times)

JAZZ 15 mins	1. Teacher Directed Cardio vascular warm up to include jogging, galops, skips etc in a circle 2. Flexibility exercises for major muscle groups Roll down to touch toes, Frogs, Straddles, Thigh stretch pliés in 2nd 3. Strength exercises – plank, crunches etc Corner work kicks Spotting exercise
CLASSICAL 15 Mins	Barre exercises based on the Grade 2 CSTD Classical Syllabus <ol style="list-style-type: none"> 1. Tendus - divided battement tendu action 2. Grade 2 Pliés exercise Centre <ol style="list-style-type: none"> 3. Ports de Bras – working on 3rd position of arms 4. Sautes and changements Corner Forward and side galops with a partner
TAP 10 Mins	Tap warm up at the barre to include straights hits, ankle circles, shuffles . hops and springs Corner Front slap ball changes, springs & hit springs
REFLECTION What worked well? What would I do differently? What changes would I make?	