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| **LESSON PLAN**  COURSE/OBJECTIVE: Physical Education/To learn a traditional dance called Tik  Course Duration: 2 teaching hours | | | |
| **Subject/**  **Name of teaching part:** | Teaching a traditional Pontic dance called Tik | *Class:* | 3rd Gradeof Middle school |
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| ***Course Objectives*** | | | |
| *Α. According to the subject matter* | Students should be able to:  1. To know the steps of the above dance( rhythmic ability, reproduction of basic rhythmic structures).  2. Know the position and movement of their hands.  3. To develop team spirit and self- discipline.  4. To know the elements of our folk tradition.  5. To be able to track their progress and identify their mistakes. | | |
| *Β. According to the use of new technologies* | Students are expected to:  1. Familiarize themselves with searcing for information usingGoogleand Youtube.  2. Familiarize themselves with filling out anonline on-linequestionnaire (GoogleForms). | | |
| *Γ. The learningprocess* | Students are expected to:  1. Respond rhythmically and kinetically to the basic steps of the dance.  2. Cultivate collaborative practices.  3. Develop a positive attitude towards learning traditional dances.  4. To learn songs related to traditional dances.  5. To learn to appreciate the aesthetic elements of dance movement.  6. To enhance their self-esteem. | | |
| ***Class Organization*** | | | |
| Teaching methods: 1. Total and partial teaching to students  2. Practicaltraining of students  3. Mutual teaching between students  4. Auto-evaluation done by the students | | | |
| ***Tools and Software used*** | | | |
| 1. Computer, projector and CD player 2. Google’s Forms tool for creating online questionnaires | | | |
| **PHASES-STEPS** | | | |
| 1. INTRODUCTION- (preparation/ brief introduction/to stimulate the students interest) | | | |
| In order to motivate the students we visit and view  <https://www.youtube.com/watch?v=nHOJOujtyfo> (1’45) where we watch a dance performance that has dancers wearing the traditional costumes, we listen and look at the rythm and expressiveness of the dance.  We refer to general historical elements (origin –rythm-mixed dance) while we look at the traditional female and male costumes at the same time.  We view online:  <http://www.dreampontos.com/forum/index.php?topic=2049.0>  then we learn about the traditional Pontic instruments on the following website:  [https://mavropouloskostas.wordpress.com/ποντιακά –μουσικά-όργανα](https://mavropouloskostas.wordpress.com/ποντιακά-μουσικά-όργανα)  Then the students listen to a traditional song from the CD are invited to hit their hands to the beat. | | | |
| 1. DETAILED PRESENTATION | | | |
| The dance is presented using a single projector with a dancer who is counting out the beats of the dance  <http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_metrima.html>  Outherwise the Physical Education teacher does the demonstration himself. Then the students perform the above steps to a count. Following this, there is a demonstration of the dance with music and without counting.  <http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_mousiki.html>  Lastly, students only perform the steps with music  **Note:** During the above activities, students receive feedback onοιμαθητές**properfoot pressure andknee flexion.**  Then following this there is a demonstration of the dance by a group of dancers.  <http://www.pi-schools.gr/lessons/gymnastics/ypost_yliko/paradosiakoi/xorosb9_omadiko.html>  (Alternatively it may consist of a teacher and two or three students who already know the dance).  Emphasisisplacedontheplacementofthehands(hands gripped by palmsand bent approximately horizontally, moving slightly up and down, in tune with their knees).  Groups of three students try to dance to the music. | | | |
| 1. GUIDANCE PRACTICE/TRAINING | | | |
| Mainpart  - Performing the dance in a semicircle in group of 5 people  - Two teams perform and two observe and correct role-switching (mutual teaching).  - All students dance in circles with the accompaniment of music, first with the familiar melody and then with others, so that they have many different sounds and can respond to movement and rhythm.  Final part  Student performance of Tik and dance assessment, students are assessed according to card 8.5 for lesson 8.2 of the Physical Criteria book of the 3rd grade of Middle school.  [http://www.pi-schools.gr/books/gymnasio/fys\_agogi\_c/sel\_74\_162.pdf](%20http:/www.pi-schools.gr/books/gymnasio/fys_agogi_c/sel_74_162.pdf)  Evaluation is best done in groups of 4 students so that 4 can perform and the other 4 can evaluate and vice versa( depends on the number of students)  Hetero-evaluation self-evaluation and providing feedback based on specific criteria is important for the development of students’ critical ability and responsibility.  Students will answer this questionnaire too.  <https://docs.google.com/forms/d/1fJXjTn1N1b7YsZwL2jMtSrLZP-TB759R1hIakduEFtk/edit> | | | |
| 4.CLOSING AND RESTATING WHAT HAS BEEN LEARNED | | | |
| The teacher asks students questions about the dance and gives them the opportunity to ask questions. The teacher then praises them for the effort they have made throughout the lesson and for the fine performance of the dance. | | | |
| ***ADDITIONAL NOTES*** | | | |
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| ***For Special Educational Needs***  *(change teaching methods based on the learning needs of each individual student with SEN)* | 1. Place adhesive footprints on the floor in order to learn the steps of the dance.  2. Continue using the hand grip.  3. Continue to focus on knee flexion.  4. We use the same song, until our students achieve maximum performance | | |
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\*the structure of the lesson plan is based on the “Hunter method”