



KS2 - LESSON 1: Camera and Gadgets
Themes: Living in the city, security, technology



Set up: What do you think when you imagine a busy City like London? (crowds, CCTV, lots of streets and roads, people on their phones/iPads etc.)

Key Words: Cityscapes, busy, noisy, grid lines, CCTV, security, mobile phones, iPads

Visual resource suggestions:

- Busy City, London
- New York Grid
- CCTV/Security camera
- iPad

Top Teaching Tips:

- Make sure that students are still before they start any movement; this instils discipline and echoes professional dancer practice
- They will fidget a lot! Try to discourage this and don't start sequences until the group is focused.
- Encourage making the movement as big as possible. This won't always be the quality you want creatively but it will help initially to get the students in tune with their bodies and commit to their movement choices.
- Encourage students to look up when they are practicing their sequences; this will help develop performance skills
- The students will most likely want to talk about their movement choices a lot and what to do next; try to discourage this. They need to allow the movement to develop organically; too much talking and analysis will disrupt the creative flow.

Lesson 1	Subject: KS2 PE (Dance) Lesson Description: Cameras and Gadgets	Learning Outcomes: Students will: - <ul style="list-style-type: none">• Respond creatively to four set movement tasks• Work in pairs to create a short sequence of movement• Work independently to create a short solo phrase• Observe how tasks can be assembled to make a piece	Suggestions: Time permitting, try to film the student's own sequences so that you can refer back to these when assembling a piece.
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Activity	Description	Objectives	✓	Teaching Points	Resource	Differentiation
Task 1 Grid Waking	<p>Students walk around the space using straight lines only. When the teacher claps, they turn sharply on the spot and travel in a new direction. Pupils can walk forward, backwards or sideways and experiment with different speeds.</p> <p>NOTE: To develop the game, line the students up and ask them to follow the front person around the space. Call out a new student and they become the leader.</p>	<p>Use a simple game to focus students for the lesson</p> <p>Develop listening skills and the ability to respond to and follow instruction.</p> <p>Develop spatial awareness</p> <p>Start to develop movement precision and accuracy</p>		<ul style="list-style-type: none"> - Depending on space, the whole class could do this or you could split them in to two groups - Students should be aware of each other in the space - Encourage straight lines only - Make sure the turns are sharp and precise 	Lesson 1 Film 1 (game)	<p>↗ Experiment walking forward, backwards and sideways at different speeds. Their linear pathways are confident and their turns sharp.</p> <p>↘ Focus on walking forwards only at a steady speed. They work on mastering a sharp turn and are careful of others in the space.</p>

<p>Task 2 Security Cameras</p>	<p>This game is in two parts. Part 1, student's walks around the space in straight, curved or wiggly lines – they can go in any direction and speed. Part 2, when the teacher shouts: Camera: students turn to face the front Ceiling cam: move their bodies up towards the ceiling Floor cam: move to the floor Mirror Cam: move towards a mirror (or select another landmark in your classroom) Wall cam: move towards the wall Rewind: Students travel backwards in the space.</p>	<p>Similar to grid walking, this task develops focus, listening skills and the ability to respond to instruction physically.</p> <p>It builds on the game and introduces new pathways (curved and wiggly lines)</p> <p>The task encourages students to use different speeds as they travel around the space introducing the concept of dynamics.</p> <p>Warms the body up via a set of instructions that utilise different levels and the opportunity to engage the upper and lower body.</p>	<ul style="list-style-type: none"> - Encourage students to be aware of each other in the space so they don't collide - Experiment walking in different directions and at different speeds. - Encourage the students to make their camera responses as big as possible, engaging their whole body as they move. 	<p>Lesson 1 Film 2 (Task 1)</p>	<p>↗ Confidently and seamlessly transition from the walks around the space to the camera instructions. They utilise their whole bodies during the camera instructions. Teachers might ask more advanced students to lead the game as a leadership development and peer led opportunity.</p> <p>↘ Keep the walks in the space slow and controlled. They demonstrate the change in levels during the camera instructions but don't yet engage their whole body.</p>
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<p>Task 3 Secret Greeting Part 1</p>	<p>Students pair up and are asked to imagine they're having a secret meeting for which they need to develop a secret movement code. They come up with six connected movements. (See example mode of film for some movement suggestions)</p>	<p>To introduce students to partner work and the very beginnings of contact work, a signature of BalletBoyz' pieces.</p> <p>To develop a simple duet that echoes the partner section of Liam Scarlett's Serpent (see Inspiration Clip for this lesson)</p>	<ul style="list-style-type: none"> - Encourage students to be original; try not to copy other people or rely too much on the filmed examples - Work as a team and listen to each other's ideas - Ask the students to practice their sequence at least 3 times so it flows 	<p>Lesson 1 Film 3 (Task 2)</p> <p><i>Inspiration Clip: Serpent</i></p>	<p>↗ Come up with a creative and sophisticated sequence of 6 -8 movements that is fluid and smooth. They use some of the filmed examples and their own ideas as well.</p> <p>↘ Rely on the filmed examples for inspiration. They create 4 movements instead of 6.</p>
<p>Secret Greeting Part 2</p>	<p>Students get back in to their pairs. They work through the 4, 6 or 8 movements they came up with in secret greeting part 1 finding ways to do each movement this without touching (disconnected) See example mode on film for demonstration.</p>	<p>To show students how movement can be transformed just by applying a simple instruction.</p> <p>To illustrate how a sequence of movement can look more like a piece of dance when disconnected.</p> <p>To encourage students to problem solve and find creative responses.</p>	<ul style="list-style-type: none"> - Encourage students to make their movements precise and clear - Try not to leave big pauses between each movement; make it smooth - Encourage the students to notice how the sequence starts to look more like a dance when the movements are disconnected. 	<p>Lesson 1: Film 4 (Task 2, Part 2)</p>	<p>↗ Develop a sophisticated sequence that is smooth and fluid. They focus on full extension of the body and perform keeping their focus up.</p> <p>↘ Focus on perfecting their connected movement sequence from secret greeting part 1 and explore a few options for disconnected versions if they wish.</p>

<p>Task 4 Gadgets Game</p>	<p>Students imagine they have a life size iPad or iPhone. They are asked to think about all the different actions and gestures that can be used to make it work. They come up with 6 big movements on their own.</p>	<p>To develop independent working and creative responses to a set task.</p> <p>Be inspired by the dancers' versions and observe the difference in each variation: facing forward on the spot, changing direction and speed, adding jumps and kicks.</p>	<ul style="list-style-type: none"> - Encourage the students to over exaggerate their movement choices and make them big and bold. - Be creative; try not to copy other people - Think about using different direction and speeds - Practice the sequence at least 3 times to make it flow 	<p>Lesson 1: Film 5 (Task 3)</p>	<p>↗ Assemble a sequence that is fluid, engages the whole body and uses different levels direction and speeds.</p> <p>↘ Come up with 4 -6 movements on the spot facing forward. Try to use levels and make the movements big.</p>
<p>Putting it all together</p>	<p>Teachers show students the Part 2: Putting it all Together film. Observe how the dancers have put each of the four tasks together to make a piece. Time permitting, have a go at doing this as a class.</p>	<p>To show students how four separate tasks can be put together to make a group dance piece.</p> <p>To inspire students with a professional example of good practice and encourage dance appreciation.</p>	<ul style="list-style-type: none"> - If your class is large, split the group in half for this performance section. - Make sure students are still and quiet before they begin performing - Keep the focus up and the movements big and bold - They should finish standing tall, arms by their side. 	<p>Lesson 1: Film 6 (Building a Sequence)</p>	<p>NOTE: This is great to do if you have a class assembly, end of term sharing or simply to develop the student's performance skills. It's also a good test of memory as they will need to remember what they created for each task.</p>
<p>Inspirati on Clip</p>	<p>This clip is taken from Liam Scarlett's Serpent. It is based on the visual stimulus of snakes and uses fluid and smooth movement sequences</p>	<p>To show students a professional example of movement from BalletBoyz' repertoire. To show a professionally developed version of the secret greeting code.</p>	<ul style="list-style-type: none"> - Note the use of the dancers fast paced, almost conversational hand and arm duet - Do the students notice any similarities between this and their secret 	<p>Inspiration Clip</p>	

	to convey this.		meeting code?		
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<p>Assessment: What are we looking for?</p> <ul style="list-style-type: none"> - Focus and concentration - Creative responses to set tasks - Co-operation and communication - Effective problem solving independently and in pairs - Paying attention to teaching tips - Being careful and aware of each other in the space - Dance appreciation and discussion 	<p>Things to consider:</p> <ul style="list-style-type: none"> - Feeling self-conscious; students start with the tasks that have been set so they feel equal in the group. - When students are creating their sequences reiterate that there is no correct way of making up their sequence – all movement choices are valid. - Try playing different types of music to help guide dynamic range and offer ideas. 	<p>Discussion and appreciation</p> <ul style="list-style-type: none"> - Watch the filmed example mode and dancers’ versions of each task; initiate conversation about what student’s notice, speed, directions, small or big movement. - Undertake sharing of work for students to show their peers what they came up with. Encourage positive discussion about what they liked and what could be improved.
<p>Resources:</p> <p>Filmed lessons that include full examples of each task and inspiration clip (Select 7-10 category in the resource bank)</p> <p>Access to laptop/whiteboard/projector and internet</p> <p>Suitable space for movement (studio, hall, gym)</p>	<p>SMSC:</p> <ul style="list-style-type: none"> - Social working in teams, building positive relationships between peers. - Inviting positive discussion and feedback. - Introducing students to professional pieces of dance. 	<p>Cross-Curricular Links:</p> <p>Maths; sequencing and problem solving, identify and use right angles (grid walking) ** see comprehensive list below</p> <p>Risk Assessment:</p> <p>Clearing of the space and setting up of equipment at the side of the room. For whole group tasks, consider breaking the class in to smaller groups to avoid collision and accidents.</p>
<p>Inclusion:</p> <p>All tasks can be adapted to suit the needs of the group. Introduce and conclude lessons with learning outcomes, provide and encourage questions throughout the process and offer a space for student feedback.</p>	<p>Safe practice:</p> <p>Ensure that students are warmed up and ready to dance (you can use a Warm Up game or movement task at bbwarmup.lgfl.net)</p> <p>Make sure students keep well hydrated throughout the class.</p>	



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KS2: Aligns with KS2 PE objectives:

- Develop balance, agility and co-ordination
- Perform dances using a range of movement patterns
- Make actions and sequences of movement
- Communication and Collaboration
- Develop flexibility, strength technique, control and balance
- Compare performances with previous ones and show improvement to achieve their personal best

English: Lessons 1-5

- Consider and evaluate different viewpoints (dance appreciation)
- Secure decoding of unfamiliar words (dance vocabulary)
- Use spoken language to speculate and explore (communicate with partners and in groups; evaluate and comment on peer performances)

Maths: Lesson 1

- Identify and use right angles (Grid Walking task Lesson 1)

Physical Education: Lessons 1-5

- Develop flexibility and control in gym and dance (physical output and benefits across all 5 lessons)