



KS2 - LESSON 2: City Machines

Themes: Living in the city, crowds, factories, machines, bridges in a City, setting up contact work, building trust and problem solving



Set up: What do you think of when you imagine a factory, machines? Discuss famous City bridges.

Key Words: Factories, busy, noisy, machines, Cities, Bridges, crowds of people

Visual resource suggestions from YouTube/Google Images:

- Bridges
- Factory Machines (see image resource attached to this lesson)
- Crowds of people that look as if they are moving as a group

Top Teaching Tips:

- Make sure that students are still before they start any movement; this instills 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 2	Subject: KS2 PE (Dance) Lesson Description: City Machines	Learning Outcomes: Students will: - <ul style="list-style-type: none">• Respond creatively to four set movement tasks• Work in pairs and trios to create short sequences• Learn a set phrase of movement as a group• 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: Mirror Machines	Student's find a space, pair up and face each other. They label themselves A and B. Facing each other, A starts to move in any way they choose and B has to follow. The students should explore the head, arms, torso and lower body and play with speeds and levels. The pairs swap over so that B has a go at leading.	<p>Use a simple game to focus students for the lesson</p> <p>Develop observation skills and the ability to respond to and follow non-verbal instruction.</p> <p>Build the foundations of body and movement attunement needed for effective contact work.</p> <p>Introduce a task that BalletBoyz dancers use in the creative improvisation process.</p>		<ul style="list-style-type: none"> - Make sure the students go at a medium speed so that their partners can copy them – it will get chaotic otherwise. - Encourage creative and interesting ways to move using the whole body. - Levels, jumps, twists and different speeds can be explored. - Don't talk through the movement, just follow and respond. 	Lesson 2 Film 1 (game)	<p>↗ Really explore the full range of movement possibility working through the upper and lower body, levels, twists, jumps etc. like Ed and Brad do in the film.</p> <p>↘ Focus on one area of the body first; maybe just the head and upper body. Keep the movements simple and don't delve in to level changes – Matt and Jordan are a good example.</p>

<p>Task 2: Make a Machine</p>	<p>Students find a space, pair up and label themselves A and B. A's are the machines and B is the controller. A stand in front, arms out by their side, B stand directly behind. B can only move A using push and pull motions. They need to come up with 4 movements then swap over with B in front, A behind. Come up with another 4 movements so they should have 8 in total.</p>	<p>To introduce the concept of movement manipulation, a crucial part of contact work.</p> <p>To creatively problem solve using movement.</p> <p>Introduces a task that has similarities to Torsion choreographed by Russell Maliphant (see inspiration clip for this lesson) – specifically the use of manipulation to move and guide a partner's body.</p>	<ul style="list-style-type: none"> - Be very careful! Don't let the students push or pull their partners too hard - Try to use the pull and pull motions as creatively as possible - Talk through movement decisions so partners are prepared. - Be responsive to your partner 	<p>Lesson 2 Film 2 (Task 1)</p> <p><i>Inspiration Clip: Torsion</i></p>	<p>↗ Inspired by Brad and Ed's version, students create 8 movements in total that use levels and the whole body; the swap between partners is creative and seamless.</p> <p>↘ Students perform simple push and pull movements inspired by Matt and Jordan; they can focus on perfecting 4 only or move on and have a go at 8.</p>
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<p>Task 3: City Dance</p>	<p>Students move to the back of the room to begin this task. They spread out, face the front and start with their feet slightly apart, facing forward (in parallel) knees slightly bent. They learn a full sequence as a group (see Ed doing the broken down phrase on film)</p> <p>NOTE: This task might require more time as the phrase is in 3 sections. Focus on one section at a time and repeat this as many times as necessary.</p>	<p>To develop student's technical ability, co-ordination and agility.</p> <p>Teach a dance that uses a range of movement patterns.</p> <p>Develop awareness of each other in the space when performing the same movement</p> <p>Teaches the technique of unison</p>	<ul style="list-style-type: none"> - Make sure the students have enough space around them to dance - Make sure the feet are parallel and knees over the toes at the beginning of the phrase (knees must not be touching or knocking) - Try to exaggerate the movements so they are extended, big and bold 	<p>Lesson 2 Film 3 (Task 2)</p>	<p>↗ Students master the phrase adhering to key teaching tips. They can remember the phrase all the way through and perform the sequence smoothly.</p> <p>↘ Students work on mastering the first section of the phrase, perfecting it until they are ready to move on. They work with a more advanced student to help them.</p>
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<p>Task 4: Building Bridges</p>	<p>Students get in to threes making sure they have plenty of space around them. They work together to come up with 6 bridge positions (2 each so they each have a go an going over or under twice)</p>	<p>Introduces movement development as a trio</p> <p>Further develops problem solving skills</p> <p>Builds and develops trust</p> <p>Develops contact work, elevated movements (jumps) and rolls/slides on the floor</p>	<ul style="list-style-type: none"> - Encourage the students to have fun with this task and be as creative as they can - Think about creating bridges at different levels - Encourage students to move between the bridge positions smoothly and without too much of a pause - Work as a team and be careful 	<p>Lesson 2 Film 4 (Task 2, Part 2)</p>	<p>↗ Students come up with bridge positions at different levels, they use jumps, rolls and slides and can perform their 6 positions smoothly and fluidly.</p> <p>↘ Students use simple bridge positions, copying the boys' versions if they wish. They might only come up with 3 bridges if this is easier.</p>
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<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.</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 2 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>Inspiration Clip</p>	<p>These clips are taken from Ivan Perez's Young Men (basic training) and Russell Maliphant's Torsion. Basic Training shows a group phrase like City Dance and Torsion show movement manipulation like make a machine.</p>	<p>To show students a professional example of movement from BalletBoyz' repertoire. To show a group sequence performed in Unison like City Dance and a duet that uses manipulation of the body to move a dancer like make a machine.</p>	<ul style="list-style-type: none"> - Note the use of the unison in basic training and the precision and accuracy of this group movement. - Note the use of pushing and pulling in the Torsion duets; do the students notice any similarities to Make a Machine? 	<p>Inspiration Clip</p>	

<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 - Perform a set movement phrase adhering to technique and key teaching tips - Being careful and aware of each other in the space - Being able to remember and perform a short dance piece 	<p>Things to consider:</p> <ul style="list-style-type: none"> - Feeling self-conscious; student's 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 students notice, speed, directions, small or big movements etc. - 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 ** 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, strengthen 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)

Physical Education: Lessons 1-5

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