



KS2 - LESSON 3: Underwater Adventure

Themes: The ecosystem of the sea, fish moving in groups (schools), setting up group work, building trust, developing spatial awareness, problem solving, leadership skills, communication skills



Set up: What do you think of when you imagine the sea and what happens underwater? Link to curriculum topics that are being studied if appropriate and relevant; water cycle, the sea, how icebergs form etc.

Key Words: Sea, underwater, fish, schools of fish, icebergs, melting, waves

Visual resource suggestions:

- School of fish image (see downloadable image associated with this lesson) and search for images/videos of:
- Icebergs
- Waves (small, strong currents, tidal, tsunami)

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 3	Subject: KS2 PE (Dance) Lesson Description: Underwater Adventure	Learning Outcomes: Students will: - <ul style="list-style-type: none">• Respond creatively to four set movement tasks• Work in small groups to explore movement options• Work independently and in pairs to create short phrases• 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 Fish School	Students get in to small groups of around 6-8. They form a small, tight group (maintaining a small space between each other so they don't tread on each other). The teacher calls out a name and that person leads the group around the space. They can move slowly, quickly, up and down, crawl on the floor etc.	<p>To further develop effective mirroring skills and the ability to follow physical instruction when peer led.</p> <p>To introduce students to the concept of group working which is an integral part of BalletBoyz' work - the dancers ability to work as a team is crucial.</p>		<ul style="list-style-type: none"> - Encourage the students to stay focused - Try to keep the group tight and close together; show the schools of fish resources as examples - Encourage the use of different speeds and levels but don't let it get chaotic - Try to swap leaders as smoothly as possible 	<p>Lesson 1 Film 1 (game)</p> <p><i>Image download</i></p>	<p>↑ Students maintain a tight group throughout and swap leaders smoothly. They experiment with levels, directions and speeds and stay focused throughout.</p> <p>↓ Students need to break down in to smaller groups. They have a little more space between each other and focus on using simple pathways to travel.</p>

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<p>Task 2 Icebergs</p>	<p>Students get in to small groups of around 6-8. The teacher calls out a name and that person leads the group around the space staying close together. When the teacher calls: Freeze: Students need to stop where they are at a high, medium or low level Iceberg: Students need to find ways to connect to the people closest to them using different body parts; hand-to-hand, wrist-to-wrist, elbow to knee for example. As the teacher counts back from 5, the group melts to the floor slowly.</p>	<p>This task progresses the game and encourages students to explore contact work in a group set up.</p> <p>The task further develops the ability to creatively respond to instruction, problem solving as a team.</p>	<ul style="list-style-type: none"> - Keep the group close when walking around the space - Encourage the students to freeze at different levels (low, medium and high) - Explore interesting ways of connecting to each other in the iceberg - Melt to the floor slowly and as a whole group 	<p>Lesson 1 Film 2 (Task 1)</p>	<p>↗ Students seamlessly move from walking around the space to the iceberg instructions. They freeze at different levels and creatively connect to each other.</p> <p>↘ Students need more time to transition from the walks to the iceberg instructions. The freeze and a high and medium level rather than floor and connect using simple body parts, hand to hand for example.</p>
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<p>Task 3 Waves Part 1</p>	<p>Students find their own space in the classroom. They choose 4-6 body parts and find ways to move them in a wave like motion. They try to use as much of the body as possible.</p>	<p>To develop independent working and the creation of a solo phrase.</p> <p>To use a specific quality and intention to create movement</p>	<ul style="list-style-type: none"> - Encourage students to challenge themselves and pick interesting body parts - Remind students that waves can be small, big and huge! Encourage them to use levels and different energy to convey this - Remind them to travel and change direction if they wish. 	<p>Lesson 1 Film 3 (Task 2)</p>	<p>↗ Students come up with 6 movements using the whole body (torso, lower body, arms, feet, head etc.) They explore dynamics and levels to change the wave like quality of each movement.</p> <p>↘ Students focus on creating 4 movements. They focus on a few body parts and mostly stay on the spot.</p>
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<p>Task 4 Waves Part 2</p>	<p>Students pair up and find a space. They take it in turns to teach their partner their 4 movements from Waves Part 1. As a team they put them together creatively to make 8 movements in total. They could do the movements at the same time (called unison) or use some techniques to make their duets more interesting (contact, levels, slow motion)</p>	<p>To provide a leadership opportunity for the students, teaching their phrase to a partner.</p> <p>Developing communication and demonstration skills.</p> <p>Working as a team to create a duet.</p> <p>Explore techniques to develop their duet (contact, speeds and levels)</p>	<ul style="list-style-type: none"> - Encourage the students to teach their partner as clearly as possible, standing slightly in front, repeating their instructions and using a clear voice. - Encourage the use of levels, contact and change of direction as you see Andrea and Harry do in the film. 	<p>Lesson 1: Film 4 (Task 2, Part 2)</p>	<p>↗ Students put their 8 movements together in a new order, they perform some movements in unison and inspired by Harry and Andrea, use levels, speeds and a point of contact to alter 3 or 4 of their movements.</p> <p>↘ Students put 8 movements together in order. They perform them at the same time (unison) and focus on keeping the movement slow and facing forward.</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. - You'll notice that for City bridges, one dancer exits. That is a choice we made as we only had four dancers; your students don't need to exit the stage. - Make sure students are still and quiet before they begin performing - Keep the focus up and the movements big and bold 	<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>Inspiration Clip</p>	<p>Mesmerics by Christopher Wheldon. A classical contemporary piece with a strong balletic influence.</p>	<p>To show students a professional example of movement from BalletBoyz' repertoire. To demonstrate a fluid, classical/contemporary fusion of styles.</p>	<ul style="list-style-type: none"> - Note the gently, wave like motion of the solo and duet. - Encourage the students to note the movement quality and apply to their wave duets. 	<p>Inspiration Clip</p>	

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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 - Working together as a group - Effective problem solving independently and in pairs - Leadership skills and the ability to teach their partner - Paying attention to teaching tips - Being careful and aware of each other in the space 	<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 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</p> <p>** 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) Make sure students keep well hydrated</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)