



KS2 - LESSON 4: Caves and Jungles

Themes: Hot and tropical climates, things you find in a desert, caves and a jungle, cross-curricular links to geography.
Travelling across a space, pathways in a space and floor work.



Set up: What do you imagine when you think of a desert, caves and a jungle? What would it feel like to be there and what would you see? Generate ideas and a link to the theme before starting the tasks.

Key Words: Desert, cave, jungle, tumbleweed, rocks, waterfall, amazon jungle, animals, treasure map

Visual resource suggestions from YouTube/Google Images:

- Tumbleweed (see image associated with this lesson)
- Cave (see image associated with this lesson)
- Waterfall
- Jungle (see image associated with this lesson)

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 4	Subject: KS2 PE (Dance) Lesson Description: Caves and Jungles	Learning Outcomes: Students will: - <ul style="list-style-type: none">• Respond creatively to four set movement tasks• Explore floor based movement and diagonal pathways• 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 Tumbleweed	Students start on the diagonal or at the back of the classroom. They imagine they are like a small ball of tumbleweed blowing across the desert. They find creative ways to roll across the floor keeping a small shape. They could roll forward, backwards on their side, crawl etc.	<p>Introduce students to a diagonal pathway</p> <p>Introduce students to floor work (see KS3 resource for further tasks)</p> <p>To explore creative rolls along the floor; these are popular in BalletBoyz' work particularly Fallen, by Russell Maliphant which is the inspiration clip for this lesson.</p>		<ul style="list-style-type: none"> - Try to maintain a small, tight shape as you travel across the space - In any roll, be careful of the head, back and knees; don't roll too fast, keep it controlled and keep the body relaxed in to the floor - Experiment with different speeds, directions and levels 	<p>Lesson 1 Film 1 (game)</p> <p><i>Inspiration Clip: Fallen</i></p> <p><i>Key Stage 3 resource (Contact with the Floor) for examples of floor based tasks and rolls</i></p> <p><i>Image download</i></p>	<p>↗ Students maintain a small shape rolling and travelling smoothly across the floor. They use sophisticated rolls and find other creative ways of moving.</p> <p>↘ Students repeat the same movements across the floor and need to take more time in-between each movement. This is fine.</p>

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<p>Task 2 Cave Crawling</p>	<p>Students start on the diagonal or at the back of the classroom. They imagine they are at the entrance to a huge cave that gradually gets smaller. They travel across the space (3-4 at a time) exploring the cave. They move from a high level, to medium to low.</p>	<p>Introduces students to intention as they move. Dancers often have a specific intention or mood attached to their movement which helps communicate meaning.</p> <p>Encourage students to use their whole body in the space and explore levels as they travel.</p>	<ul style="list-style-type: none"> - Try to show three distinct levels: high, medium and low. - Really engage the whole body as you explore the space (jumps up, turns, use the arms, crawl, roll etc.) - You don't just have to travel forward, you can go sideways or backwards 	<p>Lesson 1 Film 2 (Task 1)</p> <p><i>Image download</i></p>	<p>↗ Students travel across the space smoothly, clearly showing 3 distinct levels without prompting. They use their whole body as they move.</p> <p>↘ Students focus on one level at a time, exploring the movement possibilities before combining them.</p>
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<p>Task 3 Jungle Journey</p>	<p>Students find their own space in the classroom. They imagine they are going on a jungle adventure, exploring the jungle as they travel. They need to come up with 6-8 movements that travel forward in the space (see example mode on film for ideas)</p>	<p>This task develops the student's ability to travel in the space. It is a high-energy task that has a strong visual reference point to help them create movement.</p>	<ul style="list-style-type: none"> - Really travel the movements as you come forward in the space - Think about changing levels (crouching on the floor, jumping over a stream etc.) - You could use the idea of a treasure map to help them plot their pathways so the movements don't just travel in straight lines - Make the movements big and confident 	<p>Lesson 1 Film 3 (Task 2)</p> <p><i>Image download</i></p>	<p>↗ Students are inspired by Brad's examples but also come up with creative movements of their own. They perform their 6-8 movements fluidly and really travel their sequence.</p> <p>↘ Students work on 4-6 movements and need some prompting to help them travel in the space. They take more time to transition between movements.</p>
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<p>Task 4 Jungle duos</p>	<p>Students find a partner. They teach each other their jungle journey solos and as a team, pick their 4 favourite movements from each solo and assemble as a duet of 8 movements. They can perform their duets in unison or use techniques to develop their duets (see example mode of film; Brad and Ed)</p>	<p>To develop leadership and teaching skills.</p> <p>To work as a team to collectively create, develop and problem solve.</p> <p>To explore unison and consider techniques that can be used to develop duets, i.e. levels, changing direction and the use of canon.</p>	<ul style="list-style-type: none"> - Try to select 8 movements that are different and contrasting so the duet is interesting to watch. - Use as much of the space as possible when travelling - Practice the sequence at least 3 times so that it flows. - NOTE: Notice Brad and Ed's different versions: In version 1, the movements are done together in unison, in version 2, they add a lift, change direction and use canon to create a developed duet. 	<p>Lesson 1: Film 4 (Task 2, Part 2)</p>	<p>↗ Students teach their partners clearly. Their duet is dynamic and includes unison, levels, change of direction and canon. They might also add in a small lift as Brad and Ed do.</p> <p>↘ Students focus on 6 movements. They put them together in order and perform them in unison with no additional techniques used.</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 Jordan exits the stage; this is choice we made for our piece but we suggest your student's stage on stage to experience the whole piece. - 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 wish 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>
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Inspiration Clip	Fallen by Russell Maliphant. A contemporary piece that uses unison, duets and solo material with a focus on floor work and rolls.	To show students a professional example of movement from BalletBoyz' repertoire. To demonstrate the dancers working in contact with the floor.	<ul style="list-style-type: none"> - Note the types of rolls that the dancers do around the circle - on their bottom, knees, back and forward. - You could start with the inspiration clip to inspire some creative roll ideas before the first task. 	Inspiration Clip	
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Assessment: What are we looking for? <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 	Things to consider: <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. 	Discussion and appreciation <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.
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<p>Resources: Filmed lessons that include full examples of each task and section (Select 7-10 category in the resource bank)</p> <p>Access to laptop/whiteboard/projector and internet 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: Maths; sequencing and problem solving ** see comprehensive list below</p> <p>Risk Assessment: 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: 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 feedback.</p>	<p>Safe practice: Ensure that students are warmed up and ready to dance (you can use a Warm Up game or movement task from bbwarmup.lgfl.net) Make sure students keep well hydrated throughout the class.</p>	

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)