

KS2 - LESSON 5: Mountain Rangers

Themes: Mountain terrain - high and low, rivers, streams, trees and wildlife. Continuing to build trust with a partner, working together as a team and setting up group work.

Set up: What do you imagine when you think of a mountain? What about a mountain range? What shapes do you see? Are there rivers and streams and trees around? Houses?

Key Words: Mountains, high, low, up, down, rivers, streams, trees, blustery, windy, mountaintop

Visual resource suggestions:

- Mountain range (see downloadable image associated with this lesson)
- Trees, rivers and streams around a mountain
- Gradient of a mountain
- Mountaintop
- BalletBoyz Murmuring image (see downloadable 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 5	<p>Subject: KS2 PE (Dance)</p> <p>Lesson Description: Mountain Rangers</p>	<p>Learning Outcomes: Students will: -</p> <ul style="list-style-type: none"> • Respond creatively to four set movement tasks • Work in small groups to explore movement options • Learn safe contact grips and how to support weight • Observe how tasks can be assembled to make a piece 	<p>Suggestions:</p> <p>Time permitting, try to film the student's own sequences so that you can refer back to these when assembling a piece.</p>
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Activity	Description	Objectives	✓	Teaching Points	Resource	Differentiation
Game: Follow the Leader	Students find a space and partner up. They label themselves A and B. Facing each other, A places their hands out, palms up and B places their hands on top. A guides B around the space keeping the hands and forearms connected throughout. They can move up high, low to the ground, change direction and speeds. They swap over.	This task further builds and develops trust, which is essential for the following tasks. It continues to build the foundations of contact work by focusing on the arms and forearms remaining connected throughout.		<ul style="list-style-type: none"> - Keep the hands and forearms connected throughout the task - Don't talk through this, try to be reactive and responsive to your partner - Experiments with levels, speed and direction - Swap over so B gets a go leading 	Lesson 5 Film 1 (game)	<p>↗ Students are confident travelling around the space with their partner. They explore levels, dynamics and direction. They might experiment closing their eyes.</p> <p>↘ Students stay on the spot focusing on the range of movement available. They don't move around the space.</p>
Task 1: Mountain Outline	Students start on one side of the room. They imagine they have a life-sized notepad and their finger is the pen. They travel across the space drawing the shapes of a mountain outline.	To develop skills needed to creatively respond to and interpret a visual stimulus To develop travelling skills		<ul style="list-style-type: none"> - Experiment with levels as you travel across the space - Experiment with curved shapes, straight and zigzag lines - Move slowly really exploring all of the movement possibilities 	Lesson 5 Film 2 (Task 1) <i>Image download</i>	<p>↗ Students engage their whole body in the task and show true creative responses to the mountain outline image.</p> <p>↘ Students keep the movements contained and focus on imagining the shapes using mainly the upper body.</p>

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<p>Task 2: Mountain Trek</p>	<p>Students get in to groups of 4-6. They move to the back of the room as the task moves forward. They number themselves 1-4 from the front to the back and line up one behind the other. They should be about arm's length apart. Person 4 finds creative ways of moving around and past person 3, 2 and 1 to get to the front. Keep going until all students have had a go.</p>	<p>To use a fun and engaging task, not dissimilar to a PE exercise, to develop creative skills and problem solving.</p> <p>To develop team work, collaboration and communication skills</p> <p>To encourage students to explore levels as they move.</p>	<ul style="list-style-type: none"> - Find creative ways to move under and over people in the line - Be original! Try not to copy other people's movements - Don't rush – spend time working out creative ways to move - Make sure the creative shapes are still and strong 	<p>Lesson 5 Film 3 (Task 2)</p>	<p>↗ Students explore as many movement options as possible to help move them from the back to the front of the line. They navigate the creative shapes with sophisticated movement choices.</p> <p>↘ Students continue to work on the basic version first (all standing) and find ways to slide under and roll past people in the line.</p>
<p>Task 3: Mountain top Part 1:</p>	<p>Students get in to groups of about 6-8. They form a tight circle, holding hands and facing inwards. As a group they slowly walk backwards until they can't go any further making sure the arms are straight and the handgrip strong. They walk back in to the circle, face outwards, hold hands and do the same again walking forward.</p>	<p>To strengthen teamwork, cooperation and trust.</p> <p>To start to build the skills needed for effective contact work (hand grip, strong arms and firmly planted feet)</p> <p>To sense how to feel and shift weight as a group</p>	<ul style="list-style-type: none"> - Maintain a firm hand grip throughout - When you reach your maximum stretch, keep the feet planted on the ground and the arms straight - Move together as a group - Be careful, don't suddenly let go as you could injure a member of the group 	<p>Lesson 5: Film 4 (Task 2, Part 2)</p> <p><i>KS3 Lesson 2, Pushing and Pulling for advice on weight share</i></p>	<p>↗ Students can move all the way out adhering to the key teaching tips and not falling over. They work together as a team and trust each other.</p> <p>↘ Student's work on getting the grips secure and only move out to a small circle. They could work in 3's or 4's if this is easier.</p>

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<p>Task 3: Mountaintop Part 2</p>	<p>Students imagine they've reached the top of a mountain. It's a blustery day and they need to work together so they don't get blown away. They get in to groups of 5 or 6. They number themselves 1-5/1-6. Person 1 stands slightly in front of the group with 2,3,4 and 5 behind. 2, 3, 4 and 5 support person 1 by gripping the hand, shoulder and arm. They make sure the grips are secure before allowing person 1 to lean forward. They hold the position for 5 seconds then swap so each person in the group has a go at being person 1.</p>	<p>To enable students to re-create a distinct section of BalletBoyz repertoire from <i>The Murmuring</i> by Alexander Whitley.</p> <p>To develop trust, teamwork, secure handgrips and support of weight.</p>	<ul style="list-style-type: none"> - Person 1 should keep their feet firmly planted on the ground - Person 2,3,4 and 5 should grip the shoulder, upper thigh and hand. They must ensure that person 1 is secure before allowing them to lean off their centre of balance. 	<p>Lesson 5: Film 4 (Task 2, Part 2)</p> <p><i>Image download; The Murmuring</i></p>	<p>↗ Student's grasp and can execute the specific grips needed for this movement. Person 1 can experiment falling forward, sideways and backwards.</p> <p>↘ Students focus on perfecting Mountaintop part 1 to establish secure hand-to-hand grips and an equal sharing of weight.</p>
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<p>Section 2: Building a Sequence</p>	<p>Teachers show students the Part 2: Putting it all Together film.</p> <p>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 this piece features a number of exits and entrances; your students don't have to do this but we wanted to show that in professional pieces, dancers don't have to be on stage the entire time - Make sure students are still and quiet before they begin performing 	<p>Lesson 5: Film 4 (Task 2, Part 2)</p>	<p>NOTE:</p> <p>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>The Murmuring by Alexander Whitley, a contemporary dance piece about the chaotic systems of nature.</p>	<p>To show students a professional example of movement from BalletBoyz' repertoire that links directly with a task in the lesson.</p>	<ul style="list-style-type: none"> - It might be good to show the students this before they do task 4 part 2 as the task is taken directly from this movement image. 	<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 - Attention to hand grips, weight support and trust - 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, change of direction, levels 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 section (Select 7-10 category in the resource bank)</p> <p>Access to laptop/whiteboard/projector 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) 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)

Geography: Lesson 5

- Describe and understand mountains (Lesson 5 theme)

Physical Education: Lessons 1-5

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