

Lesson 2	<p>Subject: KS3 Dance</p> <p>Lesson Description: Pushing and Pulling</p>	<p>Learning Outcomes: Students will: -</p> <ul style="list-style-type: none"> • Learn to connect, push and counterbalance with a partner • Assemble a sequence of movement using new skills • Create their own original, travelling combination • Explore dynamic range, levels and transitions 	<p>Suggestions:</p> <p>Time permitting, try to film the student's own sequences so that you can refer back to these in the plenary lesson.</p>
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Activity	Description	Objectives	✓	Teaching Points	Resource	Differentiation
Task 1: Connecting	Students pair up, stand facing front, side to side with their inside feet touching. They press the back of their hands against each other and roll ending up back to back in a sitting position. Continue to the other side and repeat.	To introduce contact work with a partner. To demonstrate a key principle of contact work; the importance of sharing weight equally to achieve balance and control. To build trust.		<ul style="list-style-type: none"> - Keep 50/50 pressure throughout - When back to back, drop the base of the spine imagining you're in a sitting position - Keep knees bent and responsive - Maintain a wide stance as you move - Keep the whole back in contact 	Lesson 2 Film 1 (Task 1)	<p>↗ Students perform this task four times through smoothly, with a completely equal share of weight. They experiment travelling the task on the diagonal.</p> <p>↘ Students start back-to-back and experiment finding the feeling of 50/50 weight share by gently pushing against each other's backs.</p>
Task 2: Hand Press	Student's pair up and start facing each other a couple of feet apart with the feet also apart. They press hands together, bend the arms and lean forward heads passing. Push back to standing. Repeat twice then introduce a spiral looking back towards the bent arm.	To build on task 1 using a 50/50 weight share to perform another type of movement. To introduce students to a movement that has been taken directly from a BalletBoyz piece, Torsion choreographed by Russell Maliphant.		<ul style="list-style-type: none"> - Start slowly, adjust the distance between you if you feel you are too far apart or too close. - Keep feet wide apart - Always push, don't pull - Keep the knees bent - Don't be afraid to experiment. - Trust each other 	Lesson 2 Film 2 (Task 2) <i>See also: Inspiration Clip: Torsion</i>	<p>↗ Students start to explore other ways of pushing against each other's weight, for example, pushing at a medium and low level or balancing on one leg.</p> <p>↘ Students stick with the hand press only until they feel confident to introduce the spiral.</p>

<p>Task 3: Twist and Push</p>	<p>Students pair up and face each other, feet apart, knees relaxed. Decide who's A and B. Grip right hand to hand, then left hand to hand above (this will be an inverted grip). Push against each other with a 50/50 share of weight. A maintains a strong stance, B twists under A's arm to face the back. B returns to face A; swap roles.</p>	<p>To build on the use of equal weight share learned in task 1 and 2 and use this principle to enable a more complex movement.</p> <p>Enable students to replicate a movement that was performed in Torsion by Russell Maliphant.</p> <p>To introduce students to a professional piece of work.</p>	<ul style="list-style-type: none"> - Establish the feeling of push before moving - Ensure that there is a 50/50 sharing of weight throughout - Keep the feet pressed in to the floor for support - Maintain a strong core throughout the movement. 	<p>Lesson 2 Film 3 (Task 3)</p> <p><i>See also: Inspiration Clip: Torsion</i></p>	<p>↗ Students complete the whole movement with A and B swapping roles, smoothly and with control. They have a go at travelling the sequence from the corner adding in some of the other tasks learned if they wish.</p> <p>↘ Students practice the new grip and have a go just pushing in and back out OR they keep practicing task 2 (hand press) until they feel comfortable and ready to move on.</p>
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<p>Task 4: Counterbalance</p>	<p>Student's pair up, face each other about a foot apart. Feet should be apart, knees bent. Hold wrist-to-wrist grip, extend the arms and relax the shoulders. Lean away; keep feet planted in to the ground and move down towards the floor as if you are going to sit down. Hold the balance. Come back up and repeat.</p>	<p>To introduce students to the counterbalance, a key principle of contact work seen in a large number of contemporary dance pieces (see BalletBoyz work, James Wilton Dance, Steve Paxton) To demonstrate how a counterbalance totally relies on both students committing to the movement and trusting each other.</p>	<ul style="list-style-type: none"> - Maintain a firm grip throughout - Think of hanging not pulling each other as this could injure the shoulder joint - Keep the shoulders relaxed - Keep the feet wide apart and planted in to the floor for support. - Imagine the weight dropping away diagonally. 	<p>Lesson 2: Film 4 (Task 4) <i>See also: Inspirati on Clip: Torsion</i></p>	<p>↗ Students experiment with different way of moving in the counterbalance. As they are balancing, start to explore moving on one leg at a low and medium height. Can also sit further in to the floor, push off and jump past each other.</p> <p>↘ Students establish the correct grip, lean back and practice bending slightly then back to standing. Do not move all the way to the ground.</p>
<p>Section 2: Building a Sequence</p>	<p>Teachers recap the four tasks learnt and ask students to put them together in order: (1,2,3,4) performing the sequence on the spot.</p>	<p>To show students how individual tasks can be assembled to create a sequence with a partner.</p>	<ul style="list-style-type: none"> - Always remember the 50/50 share of weight and establishing the feeling of pushing. - Maintain the correct wrist-to-wrist grip in the counterbalance. - Keep the feet wide apart and knees bent. 	<p>Lesson 2: Film 5 (Building a Sequence) <i>See also: Inspirati on Clip: Torsion</i></p>	<p>↗ Students perform a smooth sequence of movement executing all teaching tips from each task. They start to demonstrate dynamic variation.</p> <p>↘ Students perform all four tasks in order remembering as many of the teaching tips as possible. May need to take more pauses in-between movements.</p>

<p>Section 3: Over to You (creating)</p>	<p>Teachers ask students to use all four tasks and create their own sequence of movement putting them together in any order on a diagonal pathway across the room. Students include dynamic range and add extra linking steps (transitions) if they wish.</p>	<p>Students demonstrate creativity, trust, co-operation and problem solving when assembling movement. They use what they have learned during the lesson and put it together taking ownership of the process.</p>	<ul style="list-style-type: none"> - Experiment with varying speeds and dynamics - Challenge each other by creating interesting shapes - Remain responsive to each other's movements - Think about extra steps to link the movements or extend the sequence. 	<p>Lesson 2: Film 6 (Over to You)</p> <p><i>Optional: See also Inspiration Clip: Torsion</i></p>	<p>↗ Students add in varying speeds and pushes and counterbalances at different levels (low, medium, high) They introduce their own creative responses (balancing on one leg, doing the jump counterbalance) and use their own steps to link the movements together.</p> <p>Watch the Inspiration Clip and ask students to observe the dancers perform the hand press and twist and push tasks.</p>
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<p>Assessment: What are we looking for?</p> <ul style="list-style-type: none"> - Focus and concentration - 50/50 share of weight: the weight share needs to be equal to make the movements possible - Partnership working, co-operation and trust - Smooth and seamless movements - Paying attention to teaching tips - During choreographic task, creativity, dynamics and ability to add in extra steps (transitions) 	<p>Things to consider:</p> <ul style="list-style-type: none"> - Feeling self-conscious; working in partners and sharing weight can be daunting – reiterate that if the hand grip and foot positions are correct and the weight share is equal, they can all support any weight. - During the create section, reiterate that there is no correct way of doing this – all movement choices are valid. - Try playing different types of music to help guide dynamic range and offer ideas. 	<p>Discussion and appreciation</p> <p>After section 3 is complete, encourage students to share their short sequences, consider:</p> <ul style="list-style-type: none"> - Which sequences stood out and why? - What did students enjoy about making the sequence and what was challenging? - What suggestions could we give if we were to do it again?
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<p>Resources: Filmed lessons that include full examples of each task and section (Select 11-14 category in the resource bank, Lesson 2 and Inspiration Clip 2: Torsion)</p> <p>Access to laptop/whiteboard/projector Suitable space for movement (studio, hall, gym)</p>	<p>SMSC:</p> <p>Social working in teams, building positive relationships between peers, co-operation, trust and communication. Inviting positive discussion and feedback.</p> <p>Introducing students to a professional piece of dance.</p>	<p>Cross-Curricular Links: Maths; sequencing and problem solving, English; communication of subject specific vocabulary and communication between partners.</p> <p>Risk Assessment: Clearing of the space and setting up of equipment at the side of the room</p>
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