

Lesson 3	<p>Subject: KS3 Dance</p> <p>Lesson Description: Lifting and Falling</p>	<p>Learning Outcomes: Students will: -</p> <ul style="list-style-type: none"> • Learn three lifts and one falling movement with a partner • Assemble a sequence of movement using new skills • Create their own original combination of movement • Explore diagonal and circular pathways 	<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: Lean on Me	<p>See demo mode, Film 1</p> <p>Student's pair up, one facing forward, the other behind. The catcher indicates they are ready. The faller leans back; the catcher receives the weight by pressing their hands on the shoulder blades. Repeat; the faller goes further, the catcher lunges to receive the weight. Repeat again, the catcher hooks their arms under the faller's arms, supports them to the floor.</p>	<p>To continue to build on forming trust between partners. To ensure students are executing the fall with the correct grip and feet positions.</p> <p>To introduce a useful and frequently used transition movement that students can use to link steps in their own sequences.</p> <p>To introduce students to lifting and falling, signature movement used in a lot of BalletBoyz work.</p>		<ul style="list-style-type: none"> - Let your partner know you're there. Make sure you're using the right grip - Absorb the weight through your legs - Ensure the catcher keeps the back straight and core engaged - Ensure the faller is carefully placed on the floor before the catcher returns to standing 	<p>Lesson 3 Film 1 (Task 1)</p> <p><i>See also: Inspiration Clip 2: The Murmuring</i></p>	<p>↗ Students complete the task smoothly and the movement is controlled. Experiment swapping so catcher receives weight, back to standing, faller turns and partner becomes faller – can do this seamlessly.</p> <p>↘ Students focus on the small lean first. Work on this until ready to proceed to the medium lean and all the way to the floor.</p>

<p>Task 2: Joined at the Hip</p>	<p>See demo mode, Film 2 Students pair up, one faces front, the other faces the back. Hips are connected, feet touching. Place right arms on each other's waists, left hands on upper arms for support. Bend the knees and slowly shift weight from side to side.</p>	<p>To introduce how to move in direct contact with a partner. To show that lifts use weight sharing to work not power or body strength,</p>	<ul style="list-style-type: none"> - Maintain a firm grip throughout - Keep the side of the body in contact - Start small and build up - Maintain a rhythm; start to play with speeds. 	<p>Lesson 3 Film 2 (Task 2)</p>	<p>↑ Students can lift their legs right up off the floor as they swing. They get faster and start to change the direction of the lift.</p> <p>↓ Students work on finding the connection along the side of the body and rock from side to side.</p>
<p>Task 3: Lifting: Straight Up</p>	<p>See demo mode, Film 3 Student's pair up, A face forward, B behind. B step one foot in to the space between A's feet. Wrap arm around A's waist, place hands on the hip. A's put hands on to B's wrist and push down as you prepare to be lifted. Both bend the knees, B lift A straight up and gently back down.</p>	<p>To introduce students to a basic lift that can be used to link movements together during their own sequences.</p> <p>To establish the correct lifting technique and grip which can be built on and developed as student's progress.</p>	<ul style="list-style-type: none"> - Maintain close contact throughout - Make sure the grip is secure - Bend the knees before lifting - The flyer (person being lifted) should think of pushing up not jumping to take pressure of the lifter's back. 	<p>Lesson 3 Film 3 (Task 3)</p>	<p>↑ Students can suspend the lift for duration of time and lift their partner a greater distance from the floor.</p>

<p>Task 4: Lifting: Up and Over</p>	<p>See demo mode, Film 4 Student's pair up, A face forward, B stands behind. Repeat lift as in task 3. This time, the lifter transfers their weight to the supporting leg and rotates their partner one-quarter turn placing them down at the side.</p>	<p>To develop task 3 and add in a new layer of complexity by introducing the rotation of the partner.</p> <p>To show students how a task can be developed and to offer them another transition movement.</p>	<ul style="list-style-type: none"> - Smooth transference of weight from one leg to the other. - Lift with the legs, not the arms - Keep contact along the body - Aimed for shared participation and moving as a unit. 	<p>Lesson 3 Film 4 (Task 4)</p>	<p>↗ Students rotate partner all the way around to the back, controlling the transfer of weight. Play with travelling the turning lift from the corner.</p> <p>↘ Students work on the straight up version (task 3) until they are ready to transfer weight.</p>
<p>Section 2: Building a Sequence</p>	<p>See Section 2, Film 5 Teachers recap the four tasks learnt and ask students to put them together in order: (1,2,3,4).</p>	<p>To show students how individual tasks can be assembled to create a sequence with a partner. To introduce movements learned in previous lessons.</p>	<ul style="list-style-type: none"> - Try to remember as many teaching tips as possible. - Trust each other - Check you have the correct grip for each movement. 	<p>Lesson 3: Film 5 (Building a Sequence)</p> <p><i>See also: Inspiration Clip: The Murmuring</i></p>	<p>↗ Students find ways to link the movements as Matt and Marc do in the film. They might draw on the counterbalance grip or add in a roll to help connect the sequence. They perform a smooth, controlled sequence.</p> <p>↘ Students might focus on connecting 2, 3 or 4 of the tasks in order remembering as many of the teaching tips as possible.</p>

<p>Section 3: Over to You (creating)</p>	<p>See Section 3, Film 6 Teachers ask students to use all four tasks to create their own sequence of movement putting them together in any order. Teachers ask students to think about how they might make the lean on me seamless, how they might travel joined at the hip in a circle and how they could travel the quarter turn lift from the corner.</p>	<p>Students are encouraged to think about how movement can be performed on different pathways rather than always facing forward or on a linear pathway. Students demonstrate creativity, trust, co-operation and problem solving when assembling movement. They use what they have learned during the lesson and from previous lessons, and put it together taking ownership of the process.</p>	<ul style="list-style-type: none"> - Use tasks from previous lessons to inspire transitions - Think about travelling along different pathways - Try to make the sequence as smooth as possible - Remember that lifting is a partnership, work together 	<p>Lesson 3: Film 6 (Over to You)</p> <p><i>Inspiration Clip: The Murmuring</i></p>	<p>↑ Students alternate pathways (circular, diagonal, linear) they introduce dynamic variation and use tasks from previous lessons; the hand press balance, counterbalance, connecting etc.</p> <p>Watch the Inspiration Clip and ask students to observe the dancers lifting and falling in trios and duets.</p>
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<p>Assessment: What are we looking for?</p> <ul style="list-style-type: none"> - Focus and concentration - The correct grip for all tasks - Keeping the body connected - 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, emphasise 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 3 and Inspiration Clip 3: The Murmuring)</p> <p>Access to laptop/whiteboard/projector Suitable space for movement (studio, hall, gym)</p>	<p>SMSC: Social working in teams, building positive relationships between peers, co-operation, trust and communication. Inviting positive discussion and feedback. 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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