

Lesson 4	<p>Subject: KS3 Dance</p> <p>Lesson Description: Moving In and Out of the Floor</p>	<p>Learning Outcomes: Students will: -</p> <ul style="list-style-type: none"> • Learn four movements that move in to and up from the floor • Assemble a sequence of movement using new skills • Create their own original combination of movement • Explore dynamic range, pathways and transitions 	<p>Suggestions:</p> <p>Time permitting, try to film the student's own sequences so that you can refer back to when building a piece.</p>
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Activity	Description	Objectives	✓	Teaching Points	Resource	Differentiation
Task 1: From the Corner	See demo mode, Film 1 Students start in the corner of the space on the diagonal. Step forward in a low lunge, placing the opposite hand on the floor. Transfer weight to the knee, swivel around on the bottom keeping the feet connected to the floor and come up on front leg, head last.	To build on developing movements that move in to and up from the floor. To equip students with a wider movement vocabulary which will help during the creation process. To introduce students to another BalletBoyz dance piece: Young Men by Ivan Perez.		<ul style="list-style-type: none"> - Aim for a smooth, fluid movement - Keep the knees over the toes as you lunge on to the front leg - Keep the feet connected to the floor as you swivel around - Make sure the head uncurls last. 	Lesson 4 Film 1 (Task 1)	<p>↗ Students can perform this movement smoothly at various speeds, achieving a full lunge all the way to the floor.</p> <p>↘ Students shorten the lunge position and take pauses as needed in between each stage of the movement.</p>
Task 2: Circle to the floor	See demo mode, Film 2 Students start facing forward, feet apart, knees bent. Draw a semi-circle up and over the head, reaching the arm out as far as it will go. Shift the weight to the supporting leg, bend the knees and slide out along the floor.	To introduce students to a movement that moves from standing to the floor at speed. To continue to grow students' movement vocabulary to enhance and enrich the creation process.		<ul style="list-style-type: none"> - Draw the widest circle you can - Keep the weight over you supporting foot - Take care of your knees as you bend - Aim for one continuous movement from standing to lying 	Lesson 4 Film 2 (Task 2)	<p>↗ Students complete the movement smoothly and continuously on both sides.</p> <p>↘ Student's focus on the bend and slide out motion to the floor and remove the arm circle if needed. They master one side only to begin with.</p>

Task 3: Circle up to standing	See demo mode, Film 3 Students start lying down facing the side with one leg extended, one knee bent with the arms by the side. Draw a large circle around the head reaching forward with the upper body. Swivel on to the knees keeping them both connected, release and step on to the outside leg to stand.	To show students how a movement with the same principles (circling) can be performed on the floor and standing. Encourage students to focus on smoothness and fluidity when completing the movement.	<ul style="list-style-type: none"> - Draw the widest circle you can - Reach the body forward - Keep the knees connected during the swivel and keep them safe - Try to keep the movement as smooth as possible. 	Lesson 3 Film 3 (Task 3)	<p>↗ Students reach the full extension of the body in all component parts of the movement. They can seamlessly swap sides and perform the movement on the other side.</p>
Task 4: Slides	See demo mode, Film 4 Students start up in the corner. They run in to the space and slide to the floor, extending the right leg, left knee bent keeping the weight back. Students roll on to their stomach supporting the weight with both hands, unfold the legs one at a time and return to standing.	To offer students another movement that moves in to and back from the floor. To continue to grow students movement vocabulary to enhance and enrich the creation process.	<ul style="list-style-type: none"> - Keep the weight back as you move in to the slide - Don't crash on to your knees - Break your fall with both hands - Keep the back foot connected to the knee throughout - Unhook the back knee and unfold the legs to stand 	Lesson 3 Film 4 (Task 4)	<p>↗ Students can execute the movement smoothly and accurately on both sides.</p> <p>↘ Student's focus on the first section of the movement, ensuring their weight is back in the slide. They pause before moving their weight to the floor.</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). Students are asked to perform the phrase on the spot, from the corner on the diagonal and travelling around in a circle.</p>	<p>To show students how individual tasks can be assembled to create a sequence. To further explore pathways and how changing the direction of the movements can change the quality of the sequence.</p>	<ul style="list-style-type: none"> - Aim to keep the sequence as seamless and fluid as possible - Be-careful of the knees in all of the floor work tasks - Perform the movements to their fullest to get the most out of them - Start to play with speeds and dynamics - Be aware of other's in the space 	<p>Lesson 3: Film 5 (Building a Sequence)</p> <p><i>See also: Inspiration Clip: Young Men</i></p>	<p>↗ Students perform a smooth sequence of movement executing all teaching tips from each task. Students try all three-pathway variations consecutively.</p> <p>↘ Students perform all four tasks in order remembering as many of the teaching tips as possible. They focus on one pathway, possibly on the spot, before progressing.</p>
<p>Section 3: Over to You (creating)</p>	<p>See Section 3, Film 6 Teachers ask students to use all four tasks and create their own sequence of movement putting them together in any order. Students include a range of pathways, dynamic range and add extra linking steps (transitions) if they wish.</p>	<p>Students demonstrate creativity, imagination 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 different pathways - Find interesting ways of linking movement - Make your movement as smooth as possible - Careful when moving at speed. 	<p>Lesson 3: Film 6 (Over to You)</p> <p><i>Inspiration Clip: Young Men</i></p>	<p>↗ Students find creative and sophisticated ways of putting the movements together. They consider repetition as a choreographic tool, include change of direction, pathways dynamics and add in their own transitions to help link the movements.</p> <p>Watch Inspiration Clip and ask students to observe the dancers moving in to and up from the floor at speed.</p>

<p>Assessment: What are we looking for?</p> <ul style="list-style-type: none"> - Focus and concentration - Smooth and seamless movements - Students getting used to moving in and out of contact with the floor. - Paying attention to teaching tips - During choreographic task, creativity, dynamics and ability to add in extra steps 	<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. - During the create section, 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> <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?
<p>Resources: Filmed lessons that include full examples of each task and section (Select 11-14 category in the resource bank, Lesson 4 and Inspiration Clip 4: Young Men)</p> <p>Access to laptop/whiteboard/projector Suitable space for movement (studio, hall, gym)</p>	<p>SMSC:</p> <p>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</p> <p>Risk Assessment: Clearing of the space and setting up of equipment at the side of the room</p>