

<p>Learning Outcomes – students will:</p> <ul style="list-style-type: none"> • Respond creatively to a movement task. • Work independently to structure the ordering of dance material. • Demonstrate an understanding of how movement selection can add depth and structure to choreography. 	<p>Suggestions:</p> <ul style="list-style-type: none"> • Try and film students’ progression so that work reflection can take place. • Students should take time within each lesson to recap any movement material they have already created.
---	---

Description
<p>Students need to spread out in the space and be prepared to respond to instruction. This task connects body parts in unnatural ways to create movement.</p> <ol style="list-style-type: none"> 1. Un-natural movement: Left elbow to right shoulder blade. 2. Right shoulder to left ankle. 3. Neck to pelvis. <p>Suggested re-cap</p> <ol style="list-style-type: none"> 4. Left ear to right ankle 5. Intestines to heart (contraction) <p>Suggested re-cap</p> <ul style="list-style-type: none"> • Students should pick two movements out of the five they now have. • Now add these to the six created in Improvisation Task 1: Intentions. • Students should arrange their movements in an order of their choice; encourage creativity. • Performance and Feedback; allow students to appreciate their peers’ work. Maybe divide the class in half to either watch or perform, and then swap. Give each audience member a specific student to watch and ask them to feedback on a one-to-one basis, giving two positives and one point to improve.

Objectives	Teaching Points	Differentiation
<ul style="list-style-type: none"> Develop students' awareness of movement possibilities. Develop an idea of structuring a solo. Develop understanding of pursuing an artistic decision. 	<ul style="list-style-type: none"> You could also do this task with an adapted pack of playing cards. Each playing card has a different body part written on it and each student takes two. Students should experiment with the cards for 1-2 minutes and then swap with other class members. This is a great task to stimulate and aid improvisation for students who need some creative encouragement. Allow students to experiment – interact with them and encourage creative and unique ideas. This task would best inspire them if they came up with the body parts they wish to connect. Remember that this task is not meant to be physically achievable (great if it is though!) – it is more about exploring process and possibilities. 	<p>UP: To increase the difficulty of this task, students should come up with a number of alternatives for each outcome.</p> <p>UP: Alternatively, increase the number of body parts to explore.</p> <p>DOWN: Focus on the students picking two options and then develop two really creative movements only</p>

Assessment: What are we looking for?	Things to consider:	Discussion & appreciation:	Resources:
<ul style="list-style-type: none"> Creative responses to set tasks. Effective problem-solving as individuals. Compose material with imagination and sensitivity and improvise freely and with confidence. Perform with clarity of phrasing. 	<ul style="list-style-type: none"> Students may find this task a bit odd to begin with so encourage originality Students may feel self-conscious, so interact and encourage when they begin to produce ideas. 	<ul style="list-style-type: none"> Interact with the students when they are creating their movement; appreciate and highlight movement that impresses you. Post performance: discuss what you have seen with the students. 	<ul style="list-style-type: none"> Film: Improvisational Task 2 (Twister) Optional: Playing Cards

SMSC:	Cross- Curricular Links:	Inclusion:	Risk Assessment:
<ul style="list-style-type: none"> • Allowing students reflection time allows them to build a positive mind-set, and promotes progression. • Dancers reflect on the performance and progression of themselves and others, developing a sense of empathy and respect for other people’s feelings, thoughts and beliefs. • Students learn a lot about themselves through the medium of dance, as it allows them to demonstrate emotion. 	<p>Science Biomechanics, the interaction between skeleton and muscles- experimenting with the movement range within the body.</p> <p>English / MFL students are required to speak with increasing confidence, and find ways to communicate, aided by discussion and asking questions.</p>	<ul style="list-style-type: none"> • All tasks are easily adaptable to suit everyone’s needs. • Introduce and conclude classes with the learning outcomes provided. • Allow students to ask questions throughout the process. • Open up opportunities for students to feedback to each other. 	<ul style="list-style-type: none"> • Ensure the space is clear, with equipment to the side of the room. • If your class is large, break it down into smaller groups to avoid accidents. • Ensure your students have had a thorough warmup before beginning any movement.