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| Lesson 1: Nature | Recommended age group:  7 – 11 Years | Learning Outcomes: Students will:-   * Students will develop confidence in both performing and creating. * Work in pairs and trios to explore movement options. * Learn a set movement phrase, being precise with movement choices. * Make strong links between science and dance. | Suggestions:   * Students should recap material that they have previously learnt. * Try to film or record the progression of your students. |

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| Activity | Description | Objectives | Teaching points | Differentiation |
| Pollination Game | One student (large group: multiple students) are the Pollinator. Their aim is to tap all the other students on the leg. If they are successful, the person that was caught also becomes a pollinator. Students run around the space in a safe manner. | | | |
| Searching for the light | This task focuses on the idea of Photosynthesis. Students should get into a trio, and decide who is A, B and C.  B is the tree trunk, they should stand in the centre of the trio. They stand tall, strong and remain rooted.  A & C, they are the leaves and branches. They must grow and reach to find the light.  Try this a few times- changing the direction.   Students should then switch roles. | * To introduce students to working in a trio, developing their spatial awareness whilst working with others in the space. Showing students, a basic creative task that can be used to create a variety of material. * Encourage movement to flow, with smooth transitions. | * Students should be aware of others in the space. * Allow students to experiment with levels. * Work as a team to develop the correct weight share. | 🡹 Try this task with more than three people in a group. For example: have one tree trunk and three people representing branches and leaves. They will not have a hand to hold, how will they adapt this task to make it possible?  🡻 Make sure the students are confident with their movement before they lean out and apply pressure to Person B. Get them to give their movement a try whilst standing. |
| Twist to find the light | This task focuses on the way in which plants grow.  *Starter exercise:* turn your space into a circuit. Using the letters as your stations. Allocate letters to each of your students. They have 15 seconds at their station to create as many variations of that letter with their body as possible. Get the students to switch stations as many times as you feel necessary.  Students are now familiar with writing letters with their body. They should now begin to write the whole word TWIST. Allow the students to watch the example mode for ideas. Next, allow the students to get into pairs to teach each other their variation of the word TWIST- if your class is large, maybe divide into groups of 4.  Allow students to perform their creative work. Split the group in half to perform to the rest of the class, then swap over. | * To show students how movement can be created by simply drawing out letters. * Allowing students to be creative when a time pressure is applied. * Students develop the ability to work confidently on their own. * Students can share work with peers and incorporate others’ ideas. | * Encourage them to vary levels and which body part they choose to write with. * Work with the students to create ideas. * Resource: Print out the letters that spell the word twist, enough for all your pupils. Alternatively, go around verbally giving the students a letter to remember. | 🡹 To differentiate this task, increase the number of people the students work with. Instead of learning a partner’s variation, split the class into trios so they have a longer piece of material to remember.  🡻 Work with the students as a whole group to come up with ideas together to spell letters with their bodies. Start by simply tracing out the letters in the air with your fingertips, before transferring this to a different body part and level. |
| Root systems on the move | This task gives the students the understanding of the plant roots. Begin with the students walking around the whole space. Introduce the idea that their arm is the root of a plant and it is guiding them around the space.  Watch video for development ideas, e.g. adding a stop, avoiding obstacles.  Ask your students to line up on one side of the space, all together (in half if you have a large group) travel from one side of the room to the other demonstrating your root travel, with developments. Give this a go a few times, varying the order in which you do each instruction. | * Allowing students to experiment with their own movement ideas, whilst following instruction. * Allowing students to be spatially aware and interacting with each other when they are close together. * Developing listening and creative skills. | * Encourage the students to be creative with their movement. * Get involved with the class, encourage their ideas. * Encourage different levels and dynamics of movement. * Help them to create their own instructions. | 🡹 You could split the class into smaller groups and ask them to complete the task between them. Choosing their own instructions and adapting their material as appropriate.  🡻 Guide the class through each step when travelling across the space. Give instructions to begin with, e.g. Root arm with a jump. As their confidence builds allow them to experiment with their own instruction. |
| Root systems on the spot | Learn this sequence following the video, adapt for your students and teach your own version, or allow your students to follow the video in the classroom. | * To follow instruction well and effectively execute material with precision. * Perform material confidently, with strong performance skills. | * Encourage precision with the movements. * Ensure movement is carried out in a safe manner. | 🡹 Once students have learnt the material, ask them to change the facing, as this can be challenging.  🡻 Split the learning into sections, work with the students to perfect the movement. |

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| Assessment: What are we looking for? | Things to consider: | Inclusion: | Discussion & appreciation: |
| * Focus and concentration. * Creative responses to tasks. * Co-operation and communication. * Strong attention to detail. * Being careful and aware of each other in the space. | * Students may feel self-conscious when initially beginning tasks. Try creation in groups before students create individually or in duets. * Reiterate that when creating there is no right or wrong answer. * Try playing different music to help the dynamic range of ideas. | * 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. | * Watch the example mode and the dancer’s creation of tasks and allow students to discuss these. * Undertake sharing of work for students to show peers their creation. Encourage positive discussion about what they liked and what could be improved. |
| Cross Curricular Links: | | SMSC: | Risk Assessment: |
| **Dance & PE:**   * Explore different movement patterns. Develop balance, agility and co-ordination * Perform dances using a range of movement patterns * Make actions and sequences of movement * Develop flexibility, strength technique, control and balance   **Science:**   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * Investigate the way in which water is transported within plants * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | | * Building positive relationships between pairs. * Inviting positive discussion and feedback. | * Ensure the space is clear with equipment to the side of the room. * If your class is big, break it down into smaller groups when you can. * Ensure your students have had a thorough warm-up before partaking in any movement. * Make sure students keep well hydrated throughout the class. * Ensure you are aware of any medical/health needs of the participating students prior to any physical activities taking place. * Ensure drinks are in bottles to avoid spillages. Spillages to be mopped up immediately and a wet floor sign to be visible until the floor is dry. |