**Ages 7 – 11 Years**

**Lesson 3 – Underwater Adventure**

**Themes:** The ecosystem of the sea, fish moving in groups (schools). This lesson will set up working in teams, building trust, developing spatial awareness, problem-solving, leadership, and communication skills

**Set up:** What do you think of when you imagine the sea and what happens underwater? Link to curriculum topics that are being studied if appropriate and relevant; e.g. water cycles, the sea, how icebergs form etc.

**Key Words:** Sea, underwater, fish, schools of fish, icebergs, melting, waves

**Visual resource suggestions from YouTube/Google Images:**

* Schools of fish:
  + <https://www.youtube.com/watch?v=YSfaeHlyeN8>
  + <https://www.youtube.com/watch?v=Uit1eb3ucXc>
* Icebergs
* Waves: small ripples, strong currents, tidal, tsunami

**Top Teaching Tips:**

* Make sure that students are still and calm before they start any movement; this discipline echoes professional dancer practice
* Try to discourage fidgeting wait for the group to be focused before commencing the sequences.
* Encourage making the movement as big as possible. This won’t always be the quality you want creatively but it will help initially to get the students in tune with their bodies and commit to their movement choices.
* Encourage students to look up when they are practising their sequences; this will help develop performance skills
* The students may want to talk about their movement choices. This can help the students to think creatively, but make sure you don’t allow the talking and analysis to go on too long and disrupt the creative flow.

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| Lesson 3: Underwater Adventure | Recommended age group:  7 – 11 Years | Learning Outcomes: Students will: -   * Respond creatively to four set movement tasks * Work in pairs to create a short sequence of movement * Work independently and in pairs to create short phrases * Observe how tasks can be assembled to make a piece | Suggestions:  Time permitting, try to film the students’ own sequences so that you can refer back to these when assembling a piece. |

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| Activity | Description | Objectives | Teaching points | Differentiation |
| Task 1: Fish School | Students get into small groups of around 6-8. They form a small, tight group (maintaining a small space between each other so they don’t tread on each other). The teacher calls out a name and that person leads the group around the space. They can move slowly, quickly, up and down, crawl on the floor etc. | * To further develop effective mirroring skills and the ability to follow physical instruction when peer-led. * To introduce students to the concept of working in a group which is an integral part of BalletBoyz work - each dancer’s ability to work as a team is crucial. | * Encourage the students to stay focused. * Try to keep the group tight and close together; show the schools of fish resources as examples. * Encourage the use of different speeds and levels, without it being chaotic * Try to swap leaders as smoothly as possible. | 🡹 Students maintain a tight group throughout and swap leaders smoothly. They experiment with levels, directions and speeds and stay focused throughout.  🡻 Students need to break down in to smaller groups. They have a little more space between each other and focus on using simple pathways to travel. |
| Task 2: Icebergs | Students get into small groups of around 6-8. The teacher calls out a name and that person leads the group around the space staying close together. When the teacher shouts:  *FREEZE*: Students stop where they are at a high, medium or low level  *ICEBERG:* Students find ways to connect to the people closest to them using different body parts; hand-to-hand, wrist-to- wrist, elbow to knee for example.  *COUNTS BACKWARDS FROM 5:* The group melts to the floor slowly. | * This task progresses the game and encourages students to explore contact work in a group set up. * The task further develops the ability to creatively respond to instruction, problem-solving as a team. | * Keep the group close when walking around the space. * Encourage the students to freeze at different levels (low, medium, high) * Explore interesting ways of connecting to each other in the iceberg. * Melt to the floor slowly and as a whole group. | 🡹 Students seamlessly move from walking around the space to the iceberg instructions. They freeze at different levels and creatively connect to each other.  🡻 Students need more time to transition from the walks to the iceberg instructions. They freeze at a high and medium level rather than floor, and connect using simple body parts, hand to hand for example. |
| Task 3: Waves Part 1 | Students find their own space in the classroom. They choose 4-6 body parts and find ways to move them in a wave like motion. They try to use as much of the body as possible. | * To develop independent working and the creation of a solo phrase. * To use a specific quality and intention to create movement. | * Encourage students to challenge themselves and pick interesting body parts. * Remind students that waves can be small, big and huge! Encourage them to use levels and different movement dynamics to convey this. * Remind them to travel and change direction if they wish. | 🡹 Students come up with 6 movements using the whole body (torso, lower body, arms, feet, head etc.) They explore dynamics and levels to change the wave-like quality of each movement.  🡻 Students focus on creating 4 movements. They focus on a few body parts and mostly stay on the spot. |
| Task 4: Waves Part 2 | Students pair up and find a space. They take it in turns to teach their partner their 4 movements from Waves Part 1. As a team they put them together creatively to make 8 movements in total. They could do the movements at the same time (called unison) or use some techniques to make their duets more interesting (contact, levels, slow motion). | * To provide a leadership opportunity for the students, teaching their phrase to a partner. * Developing communication and demonstration skills. * Working as a team to create a duet. * Explore techniques to develop their duet (contact, speeds and levels). | * Encourage the students to teach their partner as clearly as possible, standing slightly in front, repeating their instructions and using a clear voice. * Encourage the use of levels, contact and change of direction. | 🡹 Students put their 8 movements together in a new order, they perform some movements in unison and use levels, speeds and a point of contact to alter 3 or 4 of their movements.  🡻 Students put 8 movements together in order. They perform them in unison and focus on keeping the movement slow and facing forward. |
| Putting it all together | Teachers show students the Part 2: Putting It All Together film. Observe how the dancers have put each of the four tasks together to make a piece. Time permitting, try doing this as a class. | * To show students how four separate tasks can be put together to make a group dance piece. * To inspire students with a professional example of good practice. | * If your class is large, split the group in half for this performance section. * Make sure students are still and quiet before they begin performing. * Keep the focus up and the movements big and bold. | This is great to do if you have a class assembly, end of term sharing or simply to develop the students’ performance skills. It’s also a good test of memory as they will need to remember what they created for each task. |
| Inspiration Clip | *Mesmerics* by Christopher Wheeldon - a classical contemporary piece with a strong balletic influence. | * To demonstrate a fusion of classical and contemporary styles, taken from professional BalletBoyz repertoire. |  |  |

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| Assessment: What are we looking for? | Things to consider: | Inclusion: | Discussion & appreciation: |
| * Focus and concentration * Creative responses to set tasks * Co-operation and communication * Working together as a team * Leadership skills and the ability to teach their partner * Effective problem-solving independently and in pairs * Paying attention to teaching tips * Being careful and aware of each other in the space | * Feeling self-conscious; students start with the tasks that have been set so they feel equal in the group. * When students are creating their sequences 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. | * All tasks can be adapted to suit the needs of the group. * Introduce and conclude lessons with learning outcomes * Provide and encourage questions throughout the process and offer a space for student feedback. | * Watch the filmed example mode and dancers’ versions of each task; initiate conversation about what students notice, speed, directions, small or big movements etc. * Undertake a sharing of work for students to show their peers what they have created. * Encourage positive discussion about what they liked and what could be improved. |
| Cross Curricular Links: | | SMSC: | Risk Assessment: |
| **PE:**   * Develop balance, agility and co-ordination * Perform dances using a range of movement patterns * Make actions and sequences of movement * Communication and Collaboration * Develop flexibility, strengthen technique, control and balance * Compare performances with previous ones and show improvement to achieve their personal best   **Maths:**   * Sequencing and problem solving   **English:**   * Consider and evaluate different viewpoints (dance appreciation) * Use spoken language to speculate and explore (communicate with partners and in groups; evaluate and comment on peer performances) | | * Social working in teams, building positive relationships between peers. * Inviting positive discussion and feedback. * Introducing students to professional pieces of dance. | * Ensure that students are warmed up and ready to dance (you can use a Warm Up game or movement task from the Warm Up section on MoovBank) * 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 that the dance space is clear of any obstructions or trip hazards. * 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. |