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| Lesson 2: Nature | Recommended age group:  7 – 11 Years | Learning Outcomes: Students will:-   * Be able to identify and describe the functions of flowering plants and demonstrate this through movement. * Explore the elements needed for a plants life cycle- pollination, seed formation and dispersal. * Students will develop confidence in both performing and creativity. | 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 |
| Honey Bees Game | In this game students will warm the students up in a game environment. Students need to be attentive when responding to instruction. An introduction to basic partner work and skills. | | | |
| Task 1: Awakening & Decline | This task asks students to listen and respond to imagery that they are provided with. It allows them to create their own material in a discrete way and gives them confidence to do so. | * The main objective of this exercise is to get the students to be creative around a topic that surrounds them on a day to day basis. * It allows students to move in their own way and then their movement chosen and put into a piece. * A demonstration of how a piece can be choreographed and created in a simple and enjoyable process. | * Use imagery, e.g. in the film “Imagine you are a leaf on the highest branch of a tree.” * Add you own ideas to the imagery and take the pace as slow or as fast as possible. | 🡹 Split the group in half and ask half to watch whilst half perform. Ask students to watch a specific student and feedback to them after the task is complete.  🡻 Create the movement ideas together as a group so that students don’t feel that they are on their own. |
| Task 2: Seed Pods | This task demonstrates how movement patterns can be created out of basic explosion movements inspired by seed pods. The patterns progress by adding simple instruction. | * The main focus is on dynamic quality through embodying and controlling the energy until the seed pod explodes. | * Guide the students through each instruction. Also add you own to expand the sequence. * Allow the students to have fun whilst doing this task, emphasis that the energy is building inside them and then it is released. * We suggest you show an example of a seed pod exploding to your students so that they have the visual image to build upon. | 🡹 Increase the complexity of the instructions. Ask students for specific outcomes. Ask students to come up with a sequence that loops movement with the cycle of a seed pod exploding.  🡻 Allow the students to travel across the room in a group to begin with. When the students are more confident they can progress to moving across the space on their own. |
| Task 3: Create Growth | This task allows students to take a creative break. Follow Karl and the BalletBoyz to learn four movements that make up a sequence. Once the sequence is perfected, adapt the sequence by adding a jump and a turn in pairs. | * Allow students to be taught a phrase that they can embody and then adapt in pairs. * Encourage creative input on to a sequence that has previously been created. | * Take note of the specific instructions in the video to enhance the performance quality of the movement your students perform. * We suggest that you have previously looked at a life cycle of a plant so that students have a basic understanding of the terminology used when teaching this piece. | 🡹 Ask students to create a sequence working in larger groups.  🡻 Just stick to learning and perfecting the four movements. Add the addition creation stage at a later period. |
| Task 4: Growth | This section of the class incorporates all elements of plant growth into a sequence. | * Increase students’ performance skills * Ability to learn movement sequences. | * Keep lifted and extended throughout the movement. * Encourage students to perform with confidence. | 🡹 Learn and then ask the students to adapt the sequence by applying simple instructions, such as repetition or a change of facing.  🡻 Take your time over learning each section and repeat sections if necessary. |

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| Assessment: What are we looking for? | Things to consider: | Inclusion: | Discussion & appreciation: |
| * An understanding into the plants processes and the ability to present this through a variety of movements patterns. * Creative responses to tasks. * Co-operation and communication. * Variety of dynamics- reflection on the visualisation. | * 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. | * Ask students how they felt after tasks, what did they like, what would they like to change when creating in that method in the future. * Always present work to the class, have a look at what others have come up with and feedback on this positively. |
| 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 the functions of different parts of flowering plants. * Understanding what plants need in order to grow and how this can vary. * Understand a plants life cycle. | | * 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. |