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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.
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| 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.
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