|  |  |  |  |
| --- | --- | --- | --- |
| Lesson 1: Contact with Floor | Recommended age group:  11 – 14 Years | Learning Outcomes: Students will: -   * Learn four movements in contact with the floor * Combine tasks to create a sequence * Experiment with speed and dynamic range * Create their own original combination | Suggestions:  Time permitting, try to film the students performing their sequences so that you can refer back to these in the plenary lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Description | Objectives | Teaching Points | Differentiation |
| Warm Up:  Painting the Floor | Students travel from one side of the space to the other, imagining they are covered in paint, staying connected to the floor | * To understand the importance of warming the body up before exercise. * To get used to moving in contact with the floor and develop creative ways of moving. | * Keep as much of the body connected to the floor whilst travelling * Keep head in contact with the floor * Keep the neck relaxed | 🡹 Students find sophisticated ways of moving across the space, exploring a range of movement possibilities and play with speeds; moving fast and slow |
| Task 1:  Unfolding Star | Students start in a tight ball on their side. They draw a wide semi-circle up and around their head to take them on to the other side. | * To build on the warm up task and become acquainted with using the floor as a partner. * To introduce a movement that can be used as a transition later in the lesson. | * Keep head tucked in with a curved sine * Trace a really wide circle with the fingertips * Keep the movement smooth * Keep the head in contact with the floor | 🡹 Students demonstrate a smooth, continuous movement keeping the feet, head and body in contact with the floor  🡻 Students complete the movement but need to take more of a pause in the ball position to adjust the body. |
| Task 2:  Stand up, spiral down | Students start facing forwards on their knees. They push forward onto their hands, springing on to the toes, heels down. They uncurl through the spine neck, drawing the right arm up above the head. They then draw diagonal to the left hip and swivel to the floor in a downward spiral. Release the feet and repeat. | * To introduce the concept of moving in to and up from the floor, a signature movement principle of BalletBoyz’ work. * To introduce a sophisticated movement task that involves various technical components. | * Uncurl through the spine slowly, leaving the head until last. * Focus on the diagonal path of the hand to the floor getting a strong twist in the upper body before spiralling down * Keep the feet parallel and knees over toes as they bend and curl up | 🡹 Students manage a smooth, continuous movement adhering to all teaching tips, reaching full extension of the body. Begin to demonstrate dynamic range.  🡻 Students break the movement down in to two parts; uncurl through the spine bringing the arm up and pause. Spiral down to the floor just to face the back if their knees and feet get tangled. |
| Task 3:  Ear to the ground | Students start sitting up straight, legs out in front of them. Leading with their ear, they let their bodies fall on to their front. Push back up to a seating position and repeat on the other side. | * Introduce the concept of letting the body’s weight initiate a movement. * Continues to help students get used to working in contact with the floor. | * Maintain a smooth fluid movement with no stops * Place both hands on the floor to support body weight * Keep the legs and feet extended | 🡹 Students are able to keep the feet and legs in contact with the floor for the duration of the movement and can really articulate the movement of the head. |
| Task 4:  Backwards Roll | Students find a space, face the side sitting up straight with their legs out in front. Roll backwards drawing the knees in to the chest. Extend the feet over the right shoulder and slide out on to their front. Roll up to starting position. | * Introduce a very common roll used a lot in floor work that students can use in their own choreography. | * Draw the knees in with energy to gather momentum to roll * Direct feet over the shoulder NOT the neck * Push body weight through the hands to return to a seated position | 🡹 Students complete the movement smoothly without getting stuck at the halfway point.  🡻 Students roll backwards, extending the legs but need to pause at the half way point or they don’t roll all the way over the shoulder until they feel more confident. |
| Section 2:  Building a Sequence | Teachers recap the four tasks learnt and ask students to put them together in order (1,2,3,4)  Students do their sequence again focusing on dynamic range – they can choose fast, slow or fast and slow or try all three. | * To show students how individual tasks can be assembled to create a sequence. * To introduce them to dynamic range and how this can change the quality of their movements. | * Disguise the joins between the movements so that the sequence flows * When doing the movement fast, ensure the knees and spine are kept safe. | 🡹 Students perform a smooth sequence of movement executing all teaching tips from each task. Students try all three dynamic variations consecutively.  🡻 Students perform all four tasks in order remembering as many of the teaching tips as possible. |
| Section 3:  Over to You (creating) | Teachers ask students to use all four tasks and create their own sequence of movement putting them together in any order. Students include dynamic range and add extra linking steps (transitions) if they wish. | * Students demonstrate creativity, imagination and problem solving when assembling movement. They use what they have learned during the lesson and put it together taking ownership of the process. | * Be creative and experiment * Play with speeds and dynamics * Be aware of other’s in the space * Take care of the knees, spine and head | 🡹 Students find creative and sophisticated ways of putting the movements together. They consider repetition as a choreographic tool, change of direction, dynamics and add in their own transitions to help link the movements.  Watch the Inspiration Clip and ask students to observe the dancers moving in contact with the floor. |

|  |  |  |
| --- | --- | --- |
| Assessment: What are we looking for? | Things to consider: | Discussion and appreciation |
| * Focus and concentration * Smooth and seamless movements * Students getting used to working in contact with the floor. * Paying attention to teaching tips * During choreographic task, creativity, dynamics and ability to add in extra steps | * Feeling self-conscious; students start with the tasks that have been set so they feel equal in the group. * During the create section, 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. | After section 3 is complete, encourage students to share their short sequences, consider:   * Which sequences stood out and why? * What did students enjoy about making the sequence and what was challenging? * What suggestions could we give if we were to do it again? |
| SMSC: | Cross-Curricular Links: | Risk Assessment: |
| Social working in teams, building positive relationships between peers. Inviting positive discussion and feedback.  Introducing students to a professional piece of dance. | Maths; sequencing and problem solving, English; communication of subject specific vocabulary | * Ensure the space is clear with equipment to the side of the room. * If your class is large, split into smaller groups when you can. * Ensure your students have had a thorough warm-up before partaking in any movement. |