

Lesson 5	Subject: KS3 Dance Lesson Description: Travelling in contact with a partner	Learning Outcomes: Students will: - <ul style="list-style-type: none"> • Learn four travelling movements in contact with a partner • Assemble a sequence of movement using new skills • Create their own original combination of movement • Explore transitions, dynamics and pathways 	Suggestions: Time permitting, film the students performing their sequences so that you can refer back to these in the plenary lesson.
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Activity	Description	Objectives	Teaching Points	Differentiation
Task 1: Push Me, Pull You	See demo mode, Film 1 Students start facing each other. They establish a firm grip holding right wrist-to-wrist, keeping the arms straight. A step back on the right foot, go through the knees and roll back on to the floor. B lunge forward to your partner, A sit up, find the counterbalance and return to standing. Repeat and swap roles.	<ul style="list-style-type: none"> • To continue to build on forming trust between partners. • To build on the counterbalance taught in lesson 2 and show how this can be developed. • To teach students a set of movements based on Torsion, choreographed Russell Maliphant. 	<ul style="list-style-type: none"> • Keep your grip firm, wrist to wrist • Use your weight not your strength • No jerky movements, keep it smooth • Work as a team and trust each other 	<p>↑ Students perform this movement smoothly at various speeds, achieving a clear counterbalance maintaining a 50/50 share of weight.</p> <p>↓ Students revisit and work on the counterbalance (lesson 2) before working on this task.</p>
Task 2: Twist and Turn	See demo mode, Film 2 Students in the corner of the space, on the diagonal facing each other. Extend the arms, grip wrist to wrist. A move to the floor, B walk around A as they do a half-turn, staying connected to the floor. Reach an inverted grip; pull up off the floor. Repeat along the diagonal.	<ul style="list-style-type: none"> • To introduce students to a movement used in Russell Maliphant's Torsion. • To continue to grow students movement vocabulary to enhance and enrich the creation process. 	<ul style="list-style-type: none"> • Maintain a wrist to wrist grip throughout • Pull away from your partner on the diagonal • Keep feet in contact with the floor during the turn • Aim to keep the speed consistent throughout 	<p>↑ Students complete the movement smoothly and executing the inverted grip. They introduce varying speeds.</p> <p>↓ Student's focus on moving to the floor safely. They take pauses during the movement to establish the correct grip and position.</p>

Task 3: One Up, One Down	See demo mode, Film 3 Students in the corner of the space, on the diagonal facing each other. Connect right hands wrist to wrist and left hands above. A move back on the right foot, B overtake A moving them a half-turn away, unfold the arms but maintain the grip. Return to standing, repeat and swap roles.	<ul style="list-style-type: none"> To develop task 2, adding in both arms and developing the inverted grip. Encourage students to focus on fluidity when completing the movement. To add another floor based travelling movement that can be used as a transition and travelling step. 	<ul style="list-style-type: none"> Make sure the starting grip is secure Maintain an equal share of weight Keep the feet connected to the floor Try to keep the movement loop smooth 	<p>↑ Students execute the movement smoothly, adhering to all teaching tips. They start to experiment with speeds and consider how they might change the pathways and direction of the movement.</p> <p>↓ Students continue to work on task 2 until they feel confident to progress.</p>
Task 4: Roll down to the floor	See demo mode, Film 4 Students start standing next to each other, outside feet touching. Connect the right hands followed by the left. Maintaining the grip, A roll in to face B, out in to the counterbalance. B walk around A as they do a half turn, unfolding the arms as you move. Return to standing with an inverted grip. Release hands, resume original grip and repeat.	<ul style="list-style-type: none"> To grow and develop the skills developed during the lesson, using the various grips, counterbalance and turns on the floor. To introduce a sophisticated, more advanced movement that can be used to link steps during contact duets. 	<ul style="list-style-type: none"> Ensure the starting grip is correct and secure Maintain the resistance when lowering your partner to the floor Work together throughout the task and trust each other Aim to create fluid movement that loops smoothly 	<p>↑ Students execute the movement smoothly, adhering to all teaching tips. They start to experiment with speeds and consider how they might change the pathways and direction of the movement.</p> <p>↓ Depending on student's ability, they can revisit task 1, 2 or 3 continuing to work on these until they progress.</p>
Section 2: Building a Sequence	See Section 2, Film 5 Teachers recap the four tasks learnt and ask students to put them together in order: (1,2,3,4).	<ul style="list-style-type: none"> To show students how individual tasks can be assembled to create a sequence with a partner. To introduce movements learned in previous lessons. 	<ul style="list-style-type: none"> Maintain correct grips Establish the counterbalance Ensure shared participation and a 50/50 weight-share Keep the body relaxed Keep the movements fluid, not disjointed 	<p>↑ Students perform a smooth sequence of movement executing all teaching tips from each task. They start to demonstrate dynamic variation.</p> <p>↓ Students perform all four tasks in order remembering as many teaching tips as possible. May need to take more pauses in-between movements.</p>
Section 3: Over to You (creating)	See Section 3, Film 6 Teachers ask students to use all four tasks and create their own sequence of movement putting them together in any order on a	<ul style="list-style-type: none"> Students demonstrate creativity, trust, co-operation and problem solving when assembling movement. They use what 		<p>↑ Students find way to extend the sequence by adding in transitions like Flavien and Simone do in their version. They think about changing the direction and pathways of the movement, adding</p>

	diagonal pathway across the room. Students include dynamic range and add extra linking steps (transitions) if they wish.	they have learned during the lesson and from previous lessons, and put it together taking ownership of the process.		in turns and spins and adding dynamic range. Watch the Inspiration Clip and ask students to observe the travelling floor work.
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Assessment: What are we looking for?	Things to consider:	Discussion and appreciation
<ul style="list-style-type: none"> ▪ Focus and concentration ▪ The correct grip for all tasks ▪ Keeping the body connected ▪ Partnership working, co-operation and trust ▪ Smooth and seamless movements ▪ Paying attention to teaching tips 	<ul style="list-style-type: none"> ▪ Feeling self-conscious; working in partners and sharing weight can be daunting – reiterate that if the hand grip and foot positions are correct and the weight share is equal, they can all support any weight. ▪ During the create section, emphasise that there is no correct way of doing this – all movement choices are valid. ▪ Try playing different types of music to help guide dynamic range and offer ideas. 	<p>After section 3 is complete, encourage students to share their short sequences, consider:</p> <ul style="list-style-type: none"> ▪ 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:
<p>Social working in teams, building positive relationships between peers, co-operation, trust and communication. Inviting positive discussion and feedback.</p> <p>Introducing students to a professional piece of dance.</p>	<p>Maths; sequencing and problem solving, English; communication of subject specific vocabulary and communication between partners.</p>	<ul style="list-style-type: none"> ▪ 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.