**Ages 7 – 11 Years**

**Lesson 4 – Caves and Jungles**

**Themes:**

* Hot and tropical climates
* Things you might come across in the desert, caves and jungles
* Cross-curricular links to geography
* Travelling across a space
* Experimenting with floor-work and exploring travel pathways

**Set up:**

* What do you imagine when you think of the desert, caves and jungles?
* What would it feel like to be there and what would you see?
* Generate ideas and a link to the theme before starting the tasks.

**Key Words:** Desert, cave, jungle, tumbleweed, rocks, waterfall, amazon jungle, animals, treasure map

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

* Tumbleweed
* Cave
* Waterfalls
* Jungle

**Top Teaching Tips:**

* Make sure that students are still and calm before they start any movement; this discipline echoes professional dancer practice.
* Encourage making the movement as big as possible. This will help 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 to develop performance skills.
* Experiment with different music choices to encourage a range of movement dynamics.
* The students may want to talk about their movement choices. Encourage this, in order to develop confidence and thought to creative decision-making.

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| Lesson 4: Caves and Jungles | Recommended age group:  7 – 11 Years | Learning Outcomes: Students will: -   * Respond creatively to four set movement tasks * Explore floor-based movement and diagonal pathways * Work independently and in pairs to create a short phrase * 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: Tumbleweed | Students start on the diagonal or at the back of the classroom. They imagine they are like a small ball of tumbleweed blowing across the desert. They find creative ways to roll across  the floor keeping a small shape. They could roll forward, backwards on their side, crawl etc. | * Introduce students to a diagonal pathway. * Introduce students to floor work. * To explore creative rolls along the floor; these are popular in BalletBoyz’ work, particularly in *Fallen*, by Russell Maliphant, which is the inspiration clip for this lesson. | * Try to maintain a small, tight shape as you travel across the space. * In any roll, be careful of the head, back and knees; don’t roll too fast, keep it controlled and keep the body relaxed into the floor. * Experiment with different speeds, directions and levels. | 🡹 Students maintain a small shape rolling and travelling smoothly across the floor. They use sophisticated rolls  and find other creative ways of moving.  🡻 Students repeat the same movements across the floor and need to take more time in-between each movement. |
| Task 2: Cave Crawling | Students start on the diagonal or at the back of the room. They imagine they are at the entrance to a huge cave that gradually gets smaller. They travel across the space (3-4 at a time) exploring the cave. They move from a high level, to medium to low. | * Introduces students to movement intention. Movement will normally have a specific intention or mood which helps communicate meaning. * Encourages students to use their whole body in the space and explore levels as they travel. | * Try to show three distinct levels; high, medium, low. * Engage the whole body as you explore the space (jump up, turns, use the arms, crawl, roll, etc.) * You don’t just have to travel forwards, you can go sideways or backwards. | 🡹 Students travel across the space smoothly, clearly showing 3 distinct levels without prompting. They use their whole body as they move.  🡻 Students focus on one level at a time, exploring the movement possibilities  before combining them. |
| Task 3: Jungle Journey | Students find their own space in the classroom. They imagine they are going on a jungle adventure, exploring the jungle as they travel. They need to come up with 6-8 movements that travel forward in the space. | This task develops the students’ ability to travel in the space. It is a high-energy task that has a strong visual reference point to help them create movement. | * Cover as much distance as possible as you come forward in the space. * Think about changing levels (crouching on the floor, jumping over a stream etc.) * You could use the idea of a treasure map to help them plot their pathways, so the movements don’t just travel in straight lines. * Make the movements big and confident. | 🡹 Students are inspired by the examples seen in the video, but also come up with creative movements of their own. They perform their 6-8 movements fluidly and really travel their sequence.  🡻 Students work on 4-6 movements and need some prompting to help them  travel in the space. They take more time to transition between movements. |
| Task 4: Jungle Duos | Students find a partner. They teach each other their jungle journey solos and as a team, pick their 4 favourite  movements from each solo and assemble a duet of 8 movements. They can perform their duets in unison or use techniques to develop their duets. | * To develop leadership and teaching skills. * To work as a team to collectively create, develop and problem-solve. * To explore unison and consider techniques that can be used to develop duets, e.g. levels, changing direction, and the use of canon. | * Try to select 8 movements that are different and contrasting so the duet is interesting to watch. * Use as much of the space as possible when travelling * Practice the sequence at least 3 times so that it flows.   NOTE: notice in the video the different versions: In version 1, the movements are done together in unison, in version 2, they add a lift, change direction and use canon to create a developed duet. | 🡹 Students teach their partners clearly. Their duet is dynamic and includes unison, levels, change of direction and canon. They might also add in a small lift.  🡻 Students focus on 6 movements. They put them together in order and perform them in unison with no additional techniques used. |
| 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 and encourage dance appreciation. | * 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. * They should finish standing tall, arms by their sides. | 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 | *Fallen* by Russell Maliphant – a contemporary piece that uses unison, duets and solo material with a focus on floor work and rolls. | * To show students an example of professional BalletBoyz repertoire. * To demonstrate the dancers working in contact with the floor. | * Note they types of rolls that the dancers do around the circle- on their bottom, knees, back and front. * You could start with the inspiration clip to inspire some creative roll ideas before the first task. |  |

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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 * Effective problem-solving independently and in pairs * Leadership skills and the ability to teach their partner * Paying attention to teaching tips * Being careful and aware of each other in the space * Dance appreciation and discussion | * 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 and dancers’ versions of each task; initiate conversation about what student’s notice, speed, directions, small or big movement. * Undertake sharing of work for students to show their peers what they came up with. 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, strength 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) * Secured encoding of unfamiliar words (dance vocabulary) * 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. |