

## Unit 1: Choose to Dance

**LEARNING  
OUTCOMES****The student will :**

- *develop an awareness of the five basic body actions*
- *develop an awareness of movement phrases*
- *develop an awareness of what the body can do in an expressive manner.*

**RESOURCES**

*Student with pencil and paper, audio tape player/CD player, 4 tapes for individual unit (pop, classical, film theme), charts for this unit, basic body actions.*

**CLASS ORGANISATION**

*General space, personal space*

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
<b>Warm up</b> Music: Portsmouth (Mike Oldfield)	<ul style="list-style-type: none"> <li>• <i>To focus &amp; centre the body</i></li> <li>• <i>To mobilise &amp; warm the body</i></li> </ul>	Skip: <i>in different directions</i> <i>forwards x 8 counts/4 counts/ 2 counts</i> <i>backwards x 8 counts/4 counts/ 2 counts</i> <i>sideways x 8 counts/4 counts/ 2 counts</i>  Travel: <i>small skips on toes</i> Travel: <i>using large skips</i> Travel: <i>using other ways of travelling e.g. gallop hop leap</i>	<ul style="list-style-type: none"> <li>• <i>Focus on body alignment</i></li> <li>• <i>Focus on use of space</i></li> <li>• <i>Be aware of softness on landing</i></li> <li>• <i>Focus on awareness of the ankle, flexing, extending</i></li> <li>• <i>Focus on lower weight for large skips.</i></li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• <i>Exploration of movement</i></li> <li>• <i>Phrase one word and progressively add others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Select one word from each of the word groups - six words</i> <ul style="list-style-type: none"> <li>– <i>Add one word from the Elevation chart</i></li> <li>– <i>Prepare a movement phrase using these two words</i></li> <li>– <i>Continue in this manner, until all the chosen words have been added to the phrase</i></li> </ul> </li> <li>• <i>Practice and memorize phrase</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students should write out chosen words</i></li> <li>• <i>Students must have a definite start and finish</i></li> <li>• <i>There should be a preparatory stillness at start of phrase</i></li> <li>• <i>There should be a held stillness at end of movement</i></li> </ul>
<b>Conclusion</b> Music: <ul style="list-style-type: none"> <li>• <i>A pop piece (Boom, Boom, Boom)</i></li> <li>• <i>A classical piece (Pacabel, Carmen)</i></li> <li>• <i>A film theme (Star Wars)</i></li> </ul>		Divide into 4 groups. Each group selects a tape and performs their movement phrase to the music.	<ul style="list-style-type: none"> <li>• <i>Note how music changes the dynamic of the dance phrase</i></li> <li>• <i>Encourage sensitivity to the music</i></li> <li>• <i>Invite observation and discussion on work</i></li> </ul>
<b>Cool down</b>	<i>Slow, sustained concentrated movement.</i> <i>Awareness of transference.</i>	<i>Step close, step close to right.</i> <i>Repeat to left.</i> <i>Circle, both arms, small knee bend.</i> <i>Start with small transference and gradually enlarge movement.</i>	<ul style="list-style-type: none"> <li>• <i>Consideration should be given to the quality of continuity in the movement phrase</i></li> <li>• <i>Focus on the movement of transference of weight from one foot to the other</i></li> <li>• <i>Focus on alignment</i></li> </ul>