

## Unit 2: The Skeleton

**LEARNING  
OUTCOMES****Body joints and travelling****The student will:**

- gain an awareness of movement through the joints
- be introduced to movement phrases.

**RESOURCES**

*Pictures and/or models of the skeleton, poems about the skeleton.*

*Music: In dulcio Jubelito or 2nd rendezvous, Jean Michel Jarre*

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
Warm up	Body Alignment	Walk for 8 counts change direction - 4 times Walk for 4 counts change direction - 4 times Walk for 2 counts change direction - 4 times Try this leading with right foot - change leading with left foot	Being aware of the surfaces of the foot as they make contact with the floor. Sensing the skeletal structure softness through the joints.
Exploring the idea		Walk for 8 counts, choose a joint, point it to the floor/ceiling/teacher, etc. Repeat, using different joints.  Using one joint, find how many ways you can move it, e.g. the shoulder can move forwards/backwards/up/down and around  Experiment with other joints, find still positions that draw attention to that part of the body, that make it noticed  Travel for 8, focus on chosen joint for 8 or move the joint for 8 counts  Explore different ways of travelling  Move 2, 3, 4, hold 6, 7, 8. Repeat with knees, elbows and ankles	Emphasise clarity of placement of joints. Emphasise the whole body structure - how it related to chosen joint, what is the opposite joint doing?
Development  Music: Rendezvous	<b>Suggested Progression:</b> Partner Work (a) copy or mirror each other (b) question and answer dance. Emphasise sensitivity and awareness of each other.	<b>Task 1:</b> Select a travelling phrase for 8 counts and a joint phrase for 8 counts.  <b>Task 2:</b> Select a starting position, repeat phrases 3 times and select a finishing position.	Emphasise quality of movement.  Change the phrase by using a different body joint, changing the method of travelling, adding one of the body actions (jump, turn, step, gesture, stillness, transference of weight).  Have they travelled clearly? Have they shown clarity and focus on their chosen joint? Have they a clear beginning and end?
Conclusion		Travel to a partner, perform own phrases together and hold. Observation: half the class observe, while others perform.	
Cool down		Walk into circle. Reach a body joint into circle, melt out and walk back out. Repeat x 3.	Emphasise alignment and breathing.