

## Unit 3: The Blood

**LEARNING  
OUTCOMES****Movement idea / theme****The student will:**

- develop travelling with an awareness of time
- develop an awareness of body surfaces and shape.

**RESOURCES**

Word charts, brainstorm, word list, pictures

Music: Heartscore/Daghdha / Pulstar (Vangelis)

Oxygene: Jean Michel Jarre

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
Warm up		Walk, weaving in and out between each other, using the whole space. Teacher calls different types of travel, e.g. gallop, skip, jog. Travel fast, change to travelling slowly on signal from teacher.	Emphasise body alignment, soft legs, centre of gravity. Teacher directs rhythmic phrase e.g. through use of percussion/voice.
Exploring the ideas		<b>Circulating</b> <b>Task 1:</b> Repeat travelling but this time slowly using different parts of the body, e.g. sliding, rolling. <b>Task 2:</b> Take some words from brainstorm, list and explore with different body surfaces. <b>Task 3:</b> With a partner, make a shape which the other can move over, round, through and under. Change over so that you can both try.  <b>Clotting</b> <b>Task 4:</b> Students jog lightly using whole area. When the teacher calls a number, that number of students must instantly make contact and remain still. Repeat with the teacher calling different numbers each time.	Suggest that students move as if in a slow-motion film, keeping the movements smooth. What body part is in contact with the floor?  What surface is leading the movement? What surface is being used, or is nearest to the partner's shape?  Use words like wrapping and clotting to encourage use of whole body. Varying parts used for contact (not only hands but large body parts too), will increase the range of experiences.
Development  Music: Oxygene Jean Michel Jarre		<b>Task 5:</b> One from each pair becomes A, the other B. A's remain still in their preferred shapes. B's rush in and out, choose when to slow down and begin to move under, over, through and round any of the A's in their path. On a signal from the teacher B's slow down into a still position and A's become the travelling group.  <b>Task 6:</b> A's choose when to slow down and finish in contact with one of the B group. The B person moves away and circulates whilst A remains in the same position until contacted by another B. The dance ends when everyone is still, in contact, in twos.	Hold still positions until everyone is still.
Conclusion		Half the A's with half of the B's demonstrate. Groups change.  Suggested Progression (a) Lengthen phrase by using word(s) from list e.g. 'spurting' - sudden jumps. (b) The clotting section could be extended to form groups of any size or number where students have good observation skills and can see possibilities for making contact with more than one other person.	What body surfaces are used? What shapes is the body making?
Cool down		Stand, bend knees slowly.	