

Integrated unit 3: Dance Level 1, Unit 2 – Flexibility

UNIT OBJECTIVES

Body Joints and Travelling

The student will:

- *gain an awareness of movement through the joints*
- *be introduced to movement phases*
- *identify the range of motion of 2 joints and the muscles acting upon them.*

RESOURCES

*Pictures and/or models of the skeleton, poems about the skeleton.
Music: 'In dulcio Jubelito' or '2nd Rendezvous', Jean Michel Jarre.
Chart showing muscle groups and joints.*

STAGE	CONTENT / ACTIVITY	TEACHING POINTS
warm up	<p>Task 1a 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</p> <p>Task 1b Walk for 8 counts, choose a joint, point it to the floor / ceiling / teacher. Repeat, using different types of joints.</p>	<p>Being aware of the surfaces of the foot as they make contact with the floor, sensing the skeletal structure softness through the joints.</p> <p>Teacher identifies ball and socket, hinge and pivot joints.</p>
Exploring the idea	<p>Task 2a Using one joint, find how many ways you can move it, e.g. the shoulder can move forwards / backwards / up / down and around.</p> <p>Task 2b Experiment with other joints. Find still positions that draw attention to that part of the body, that make it noticed. Using chart identify the muscle groups acting on any 2 joints.</p> <p>Task 3 Travel for 8, focus on chosen joint for 8 or move the joint for 8 counts.</p> <p>Task 4a: explore different ways of travelling.</p> <p>Task 4b: move 2, 3, 4, hold 6, 7, 8. Repeat with knees, elbows and ankles.</p>	<p>Emphasise clarity of placement of joints. Emphasise the whole body structure - how it related to a chosen body joint, what is the opposite joint doing? Teacher draws attention to wall chart (at least A2 size) and identifies the muscle groups acting on a variety of joints.</p> <p>Emphasise quality of movement</p>
Development	<p>Task 5a: select a travelling phrase for 8 counts and a body joint phrase for 8 counts..</p> <p>Task 5b: select a starting position, repeat phrases 3 times and select a finishing position.</p>	<p>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)</p>
Conclusion	<p>Travel to a partner, perform own phrases together and hold. Observation: half the class observe, while others perform.</p> <p>Suggested Progression: partner work Partners (a) copy or mirror each other (b) question and answer dance.</p>	<p>Have they travelled clearly? Have they shown clarity and focus on their chosen body joint? Have they a clear beginning and end?</p> <p>Emphasise sensitivity and awareness of each other.</p>
Cool down	<p>Walk into circle. Reach a body joint into circle, melt out and walk back out. Repeat x 3.</p>	<p>Emphasise alignment and breathing.</p>