

## Dancetrain Lesson Plan

Title:	<b>Balances</b>	Suggested Stage/Year:	<b>Stage 3 – Year 4-6</b>
Dance Syllabus Area:	<b>Performance</b>	Topics:	<b>Balance Contemporary dance Ballet</b>
Prior Knowledge:	<b>Knowledge of basic dance skills &amp; various Dance styles</b>	Cross Curricular Links:	<b>Science - physics</b>
Dancetrain Issue & Resources:	<b>Jul/Aug 2019 Cut up images of balances from Dancetrain magazine</b>	<b>Video footage of Classical Ballet &amp; Contemporary Dance Jenga or building blocks</b>	
Syllabus Outcomes:	<b>K-6 PA Syllabus DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.</b>	<b>K-6 PD/H/PE Syllabus DAS3.7 Performs a range of dance styles and sequences confidently.</b>	
Learn to/about:	<i>- use appropriate expressive and movement skills in performing dances which have been sourced from a range of cultural and historic contexts</i>	<i>- talk and write critically about their dance experience, both as creative and active participants and as members of a dance audience</i>	
Teacher Notes:	<p><b>Dynamic Alignment article is used primarily as a teacher resource. Text could be simplified for student's level of literacy.</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><i>- Encourage students to use safe dance principles in a dance lesson, such as alignment of feet, knees and hips, stretching, strength, managing body weight, breathing and the selection of appropriate dance movement and techniques for their body type and physical ability</i></li> <li><i>- Provide opportunities for students to practise, repeat and refine their dances using their dance skills, and to reflect upon the possible audience response and the meaning of the dance</i></li> </ul>		

### **Content**

#### **Introduction**

Students view a series of sample videos of different styles including Ballet & contemporary and discuss how many balances they see in each style.

#### **Body**

#### **Activity 1**

Students play quick game of Jenga – and discuss at what point did the structure start to lose balance?

Play a game of balance – teacher allows students to move freely around the room, when the music stops, teacher calls a number of body parts that students must have in contact with the floor. Repeat various times with different numbers. This can be developed to work in pairs, 3's or 4 to make this more complex

### **Activity 2**

Students are given various images, of dance balances. They also have these images cut into body part portions – e.g. upper body, lower body, right side, left side, arms, legs, head etc

### **Activity 3**

#### **Key Questions**

- What does counter balancing mean?
- What other structures do we know that require counter balancing? – old-fashioned scales
- What is a wide base of support and what is a narrow base of support?

Students are experiment with placing various body parts of one cut up body image on the right or left side of the room – consider how much these body parts weight and discuss if these are going to balance a dancer in a held position, repeat as pairs of bodies.

### **Activity 4**

Students revise a known piece of choreography and identify the balances that need refining. Teacher gives cues as to how students can improve this balance using better alignment of body parts and counter balancing. Students can also make suggestions and identify different body parts to focus on in this activity.

### **Conclusion**

Teacher leads a class discussion about the choreographic purpose of balances in different choreographic styles.

#### **Key Questions:**

- What are they communicating to the audience? E.g. Classical Ballet use balances to show suspense in the story or a reach towards a person or object.
- How does it look to an audience if they are not balancing correctly?