

Dancetrain Lesson Plan

Dancetrain Issue: **Mar/Apr 2021** Knee Alignment **p54-55**

Title:	Glutes & Turn out	Suggested Stage/Year:	Stage 5 & 6 (Year 10, 11 or 12)
Dance Syllabus Area:	Safe Dance	Topics:	Alignment & Injury Prevention
Prior Knowledge:	Muscle engagement and turn out	Cross Curricular Links:	Science and PDHPE
Dancetrain Issue & Resources:	May/Jun 2021 <i>BODYWISE Glutes & Turn-out P54-55</i>		
Syllabus Outcomes:	5.1.1 A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.	<ul style="list-style-type: none"> • correct body alignment and placement while executing movement • their own bodies and how to dance within their own capabilities • apply their knowledge of the structure and function of the musculoskeletal system to the execution of movement • individual strength, flexibility and endurance • the relationship between muscle engagement and desired movement • apply their knowledge of major muscle groups and skeletal structures to the execution of movement 	
	P2.2 identifies the body's capabilities and limitations P2.3 recognises the importance of the application of safe dance practice	H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices	

Content

Introduction

Students read the BODYWISE Glutes & Turn-out article on P54-55 of May/Jun 2021 Dancetrain issue, and highlight any new information, or points they need further clarification on.

Student task

1. Students complete a class warm up (lead by the teacher) which prepares the body for use of the hips joint.
2. Students then work through the stretches on p55. Students discuss which of these they find tightness in the most, as they stretch.
3. Students identify some known sequences (or teacher can teach new sequences) which are predominantly using turn out. Repeat the sequence at least 3 times
4. Students then try working through the sequence in parallel alignment – repeat this 3 times.

5. If time permits – this exercise can be done vice-versa i.e., start with a parallel based sequence and modify it to be performed in turn out
6. Teacher then leads a discussion around how the change in alignment affects momentum, control, balance, safe dance practice etc. Students identify strength and weaknesses in their turn-out and parallel alignment and try to link this to their individual muscle strength and/or flexibility
7. Students record these findings/discussions in their performance journal and identify some goals and exercises/stretches which will aid them in working towards these goals.