



ROYAL  
BALLET  
SCHOOL

# LESSON PLAN





<b>Discovery question</b>		How can the universe inspire us to create movement?	
<b>Movement objectives</b>		<ul style="list-style-type: none"> <li>Physicalise the idea of the universe expanding</li> <li>To be able to recall movement</li> <li>Increase pupils' sense of physicality</li> </ul>	
<b>Age</b>	9 to 11-year-olds	<b>Cross-curricular theme Subject area:</b>	The Universe Science
<b>Numeracy</b>		<b>Literacy</b>	
<p>Using references to mathematical terminology when describing movement, spatial awareness, rotation and angles.</p> <p>Degrees - planet axial tilt.</p> <p>Rhythms and counting.</p> <p>Use of countdowns to control pace of lesson.</p>		<p>Verbalising the movements within a dance performance.</p> <p>Movements linked to specific descriptive words.</p> <p>Teacher embeds terminology and models correct use of language throughout the duration of the lesson.</p> <p>Teacher suggestion: key words could be displayed on the board to aid with the understanding of specific vocabulary and spelling.</p>	
<b>SMSC</b>		<p>Analysing performance work through listening and responding appropriately to the views of others.</p> <p>Treating all as equals and accepting those who might have different views or opinions.</p> <p>Developing skills of expressivity, self-esteem and confidence.</p>	
<b>Key words and terminology</b>		<b>Core ballet skills and concepts</b>	
<p>Subject area specific:</p> <ul style="list-style-type: none"> <li>Universe: all existing matter and space</li> <li>Expanding: become or make larger</li> <li>Kinesphere: space surrounding the body</li> <li>Solar System: the sun and planets that orbit</li> <li>Planets: body moving in orbit in space</li> <li>Meteors: small body of matter</li> <li>Atmosphere: gases surrounding earth/planets</li> </ul> <p>Dance specific:</p> <ul style="list-style-type: none"> <li>Choreographer: a person who creates dance</li> <li>Perform: present to an audience</li> </ul>		<ul style="list-style-type: none"> <li>Develop turning skills</li> <li>Develop jumping skills</li> <li>Develop composition skills</li> <li>Port de bras (carriage of the arms)</li> <li>Spotting (technique of turning without becoming dizzy)</li> <li>Co-ordination</li> <li>Travel</li> <li>Balance</li> </ul>	
<b>Overview</b>			
<p>In this lesson, pupils are on a journey of discovery, using the universe as their stimulus to execute various balletic movements. They will also develop unique pieces of choreography to perform alongside musical accompaniment.</p>			



Timing	Lesson structure	Differentiation	Teacher guidance
Approx. 1 minute	<b>Do Now</b> Images from space to be shown on screen. Do pupils recognise any of these images? Can they name them?	<b>Extra challenge:</b> Pupils could be asked to describe the images.	Teacher circulates and encourages pupils throughout.
Between 5 and 10 minutes	<b>Expanding like the Universe:</b> <i>Connection phase</i> To encourage a whole-body experience of the Universe expanding. Pupils explore creating small and big shapes using their bodies.	<b>Hint:</b> A folded position of the body is a good starting point. <b>Hint:</b> If pupils aren't able to experience this exercise as a whole-body exercise they could make one part of the body take up less, then more space. <b>Extra challenge:</b> Pupils can demonstrate contrasting levels of high and low.	Teacher to use language such as spiral, diagonal lines, open, forward, back. Teacher observation could be used to formatively assess the pupils' progress.
Between 5 and 10 minutes	<b>Stormy Port de Bras</b> <i>Activation phase – Input and accessing new information</i> Focus on expressivity of the upper body and/or arms. Pupils learn a stormy port de bras with a focus on dynamics.	<b>Extra challenge:</b> Pupils could try to follow their arms using their head and eyeline or just change direction of eyeline.	Teacher could emphasise the importance of dynamic movement - strong and powerful like a storm.
Between 5 and 10 minutes	<b>Turning like the planet Jupiter</b> <i>Activation phase – Input and accessing new information</i> Focus on developing turning skills. Pupils experiment turning their bodies creatively; they are introduced to the technique of spotting.	<b>Hint:</b> Turning on the floor on knees, bottom or stomach will feel more stable and safer for most children. <b>Hint:</b> If pupils have mobility issues they could turn a specific part of their body for example ankles or wrists. <b>Extra challenge:</b> Pupils could try turning coming away from their vertical axis (i.e. tilted).	Consider the pairing of pupils here. Questioning could be used to assess the pupils' progress and understanding.
5 to 10 minutes	<b>Moving like a meteor</b> (travelling and leaping): <i>Activation phase – Input and accessing new information</i> Focus on developing travelling and jumping skills. Pupils are encouraged to run, travel, leap and control a balance in a stretched shape.	<b>Hint:</b> Pupils could run/move and balance to begin with to build up their confidence. <b>Extra challenge:</b> Pupils could land as quietly as possible from their jump. <b>Hint:</b> If pupils do not have the use of their legs a feeling of jump can be achieved by curling their torso and then uncurling quickly – a feeling of 'popping' up.	Ensure the space is clear with no obstructions. Visualisation - teacher to encourage pupils to imagine they are jumping over something.



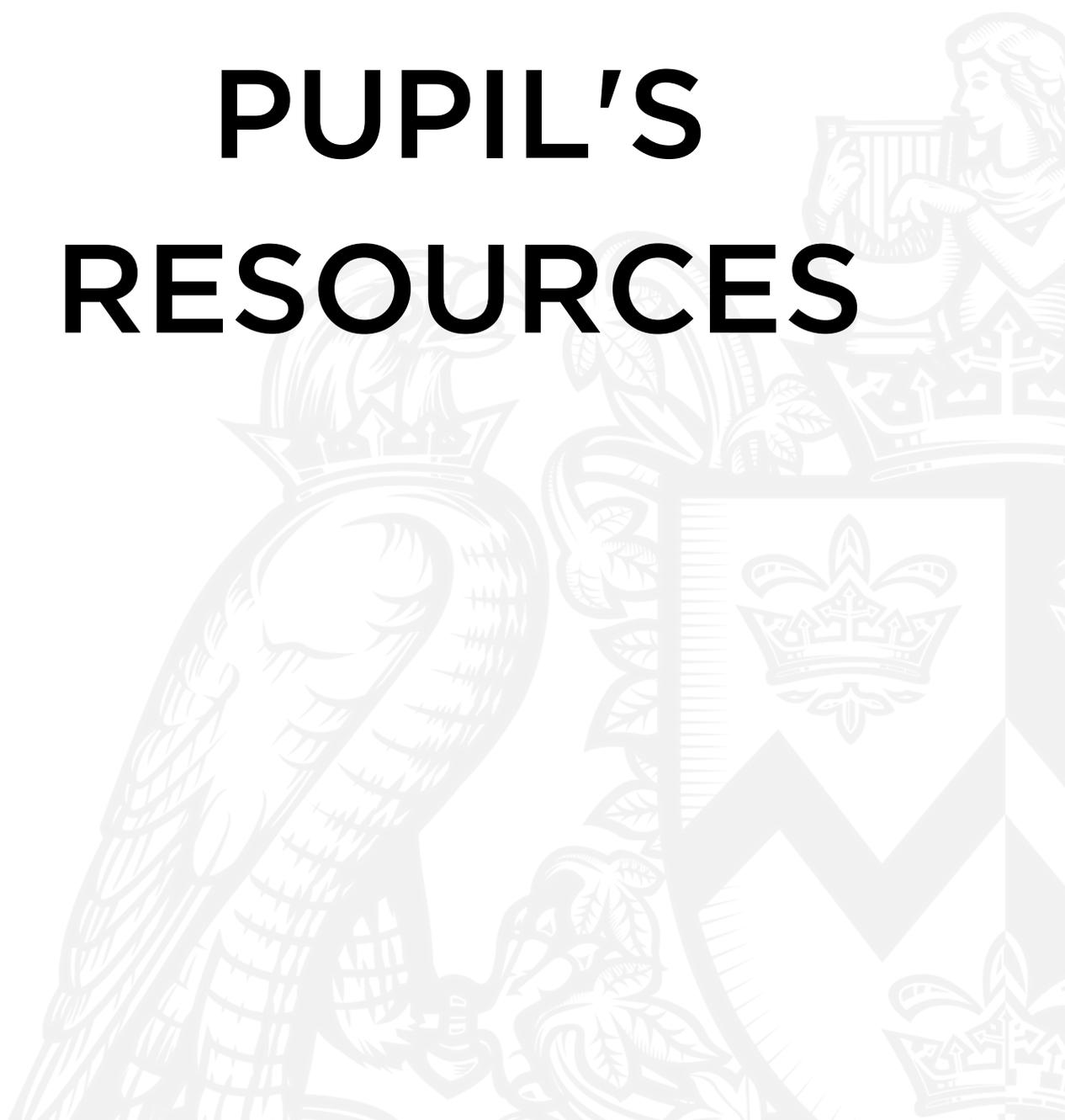
# The Universe Lesson Plan

<p>10+ minutes</p>	<p><b>Create:</b></p> <p><i>Demonstration phase – Learners demonstrating understanding of new knowledge – Mastery</i></p> <p>Focus on choreographic skills. Pupils perform the choreography they have created using the movements they have learnt.</p>	<p><b>Hint:</b> Pupils could link 2 movements to start with.</p> <p><b>Extra challenge:</b> Pupils could link 4+ movements.</p> <p><b>Extra challenge:</b> Pupils could work in pairs or small groups and learn each other's choreography to create a longer sequence of choreography.</p>	<p>Teacher to encourage smooth transitions between these movements.</p> <p>Use of direct questioning here, What Went Well (WWW) and Even Better If (EBI)</p>
<p>Approx. 5 to 10 Minutes</p>	<p><b>Plenary:</b> <i>Consolidation phase and retrieval task</i></p> <p>Pupils perform for a final time. Pupils have the opportunity to review, reflect on the progress they have made and how the universe inspired them to create movement.</p>	<p><b>Hint:</b> Can pupils name the images from the beginning of the lesson?</p> <p><b>Extra challenge:</b> Pupils could embed the key words into their answers.</p>	<p>Teacher guides pupils to reflect on the discovery question.</p>



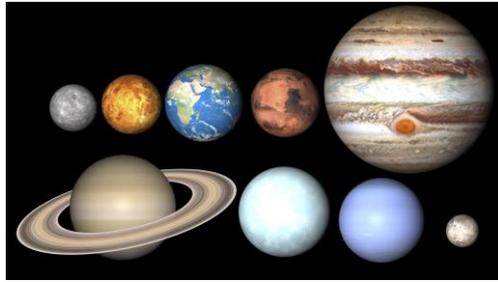
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# PUPIL'S RESOURCES





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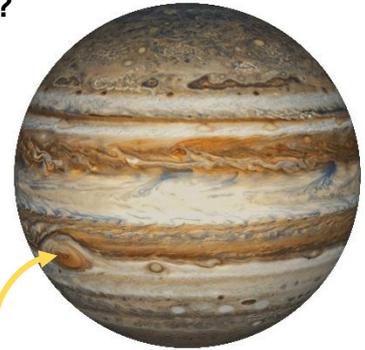


## DID YOU KNOW THE UNIVERSE IS EXPANDING?

In today's lesson we learned about the planet Jupiter  
the largest planet in our solar system.

Can you remember three facts about Jupiter?

- 1.
- 2.
- 3.



This stormy red spot is bigger than Planet Earth!

## BLACK HOLES

A black hole is a spot in space where the gravitational pull is so strong, not even light can escape. This means black holes are so dark that no human can see them, they are invisible. We know they exist because scientists can measure how the strong gravitational pull affects the stars around them. A black hole can be formed when a star is dying. These are called stellar black holes, and are caused by the centre of a big star collapsing in on itself. This causes a supernova, which blasts parts of the star into space and leaves behind a black hole.

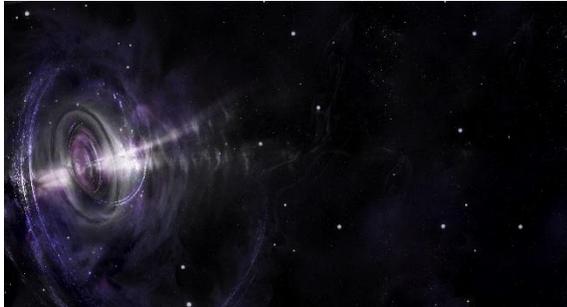
## SPAGHETTIFICATION

You may be asking, what happens to the objects that are pulled into a black hole?

In astrophysics, there is a process called spaghettification which answers this. As an object is pulled nearer and nearer to a black hole, the strong gravitational pull causes the object to be distorted into a long, thin version of its former shape – like spaghetti.

With your classmates, can you create a sequence of movements to imagine what might happen if you turned into a piece of spaghetti?

## SOMETHING TO LISTEN TO: GUSTAV HOLST



Gustav Holst was an English composer born in 1874. He wrote an orchestral suite called *The Planets* in 1914, which has seven movements of music inspired by the solar system.

Each movement is named after one of the planets, as

though each have their own personality. Ask your teacher to find the music on YouTube.

Can you match the planet with its description?

MARS

VENUS

MERCURY

JUPITER

SATURN

URANUS

NEPTUNE

BRINGER OF PEACE

BRINGER OF JOLLITY

BRINGER OF OLD AGE

BRINGER OF WAR

THE MAGICIAN

BRINGER OF OLD AGE

THE WINGED MESSENGER

Now you have found out the personality of each planet, follow the link below to hear how Holst puts this to music in Jupiter:

<https://www.youtube.com/watch?v=Gu77Vtja30c>

Can you interpret these personalities into movement? Give it a go with your classmates, and see if they can guess which planet you are dancing as.

## WORDSEARCH: CAN YOU FIND THE PLANETS?

	R	E	T	I	P	U	J	E	C	A	P	A	Y	R
VENUS	U	R	S	R	Y	U	T	M	E	N	E	J	R	N
EARTH	A	R	M	A	R	S	E	S	U	N	E	V	V	U
SATURN	M	V	A	U	E	R	E	R	A	T	U	R	M	P
MARS	C	N	E	N	C	A	T	N	E	V	M	N	A	L
MERCURY	E	E	S	U	U	N	R	S	U	U	N	U	U	A
URANUS	R	E	R	V	P	S	N	T	E	T	H	E	N	N
NEPTUNE	R	Y	R	C	H	E	R	N	T	T	P	R	E	E
PLANETS	T	E	R	A	J	P	V	E	R	N	R	E	P	T
JUPITER	V	M	U	A	R	U	L	A	E	U	Y	Y	N	S
UNIVERSE	U	E	V	N	N	T	E	N	U	U	R	S	U	E
	R	E	U	S	A	T	U	R	N	C	U	I	T	U
	U	N	T	V	E	R	S	E	S	R	E	R	V	P