



Counterpull lesson plan

Discovery question		How does counterpull help us when we dance?	
Movement objectives		<ul style="list-style-type: none"> To explore a range of balletic vocabulary, including <i>arabesque</i>, <i>demi-plié</i>, <i>relevé</i>, <i>battement tendu</i>, <i>battement tendu jeté</i>, <i>sautés</i>, <i>gallops</i>, <i>port de bras</i> Physicalise imaginative responses to imagery To recall movement and attempt to perform it. 	
Age	7 to 9-year-olds	Cross-curricular theme and subject area:	Science Counterpull linked to Newton's 3 rd Law
Numeracy		Literacy	SMSC
<p>Time: use of countdowns.</p> <p>Rhythms and counting: teacher-led movement counted to the music.</p> <p>Space and relationships.</p> <p>Use of repetition.</p> <p>Geometry: class formations eg horizontal lines.</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> <p>Verbalising the movements within a dance performance.</p> <p>Movements linked to specific descriptive words.</p>	<p>Developing skills of expressivity, self-esteem, confidence and cooperation.</p> <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>
Key words and terminology		Core ballet skills, vocabulary and concepts	
<p>Subject area specific:</p> <ul style="list-style-type: none"> Counterpull: a pull in opposite directions Newton's 3rd law of motion: for every action there is an equal and opposite reaction Compass: an instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it. Force: strength or energy as an attribute of physical action or movement Radiate: emit in the form of rays or waves (in dance this the idea of energy radiating out from the dancer). 		<ul style="list-style-type: none"> <i>Plié</i> <i>Relevé</i> <i>Battement tendu</i> <i>Battement tendu jeté</i> <i>Arabesque</i> <i>Sautés</i> <i>Port de bras</i> Marches Star jumps Gallops Travel Spatial awareness Coordination Musicality. 	



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- Dance specific:
- Perform: present to an audience
 - Balance: an even distribution of weight enabling one to remain steady and controlled
 - Horizontal: parallel to the plane of the horizon
 - Lengthen: to extend specific body parts.

Overview

In this class, pupils will discover opposite forces in ballet technique in order to create controlled and dynamic movement. Pupils are introduced to a range of core ballet skills and balletic techniques during this lesson. Generic movement skills such as balance and movement accuracy are also explored.

Timing	Lesson structure	Differentiation	Teacher guidance
Approx. 1 minute	Do now Make elastic bands available to pupils to experiment stretching in opposite directions with.	Extra challenge: pupils could be questioned about other items that have a similar stretch and pull, for example hair bobbles.	Teacher encourages pupils using prompts if necessary.
Approx. 5 minutes	Warm-up: <i>connection phase</i> A teacher-led exercise where pupils are introduced to the idea of forces working in opposition kinesthetically. Imagery of a compass is introduced to facilitate this to reinforce this concept.	Hint: this exercise can be performed using a range of different body parts other than those being used in the video. For example, marches could be executed by lifting arms up and down rather than the legs. Extra challenge: can pupils maintain good posture during star jumps?	Teacher to emphasise that energy is travelling in opposite directions through the body during the exercise.
Between 5 and 10 minutes	Pliés and relevés - down to go up: <i>activation phase – input and accessing new information</i> Focus on <i>pliés</i> (bending) and <i>relevés</i> (rising), teacher demonstrates the correct way to execute these exercises. Pupils are guided through an exercise incorporating these steps, in conjunction with the concept of counterpull.	Hint: if a pupil is unable to stand, this can be performed sitting using body bends for <i>pliés</i> and raising the arms for <i>relevés</i> . Extra challenge: pupils to be encouraged to maintain good posture throughout exercise.	Teacher circulates and encourages pupils throughout. Teacher to reinforce how the counterpull works in the <i>pliés</i> and <i>relevés</i> , and that it provides additional control.



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Between 5 and 10 minutes	<p>Sautés: <i>activation phase – input and accessing new information</i></p> <p>Focus on elevation, dynamics and balance. Teacher-led high energy exercise encouraging pupils to consider how the amount of force used to push down before a <i>sauté</i> helps them to jump higher.</p>	<p>Hint: this could be performed sitting using arms if pupil is unable to stand, folded arms to begin followed by shooting arms reaching up towards the ceiling.</p> <p>Extra challenge: when performing can pupils lengthen legs and feet in the air?</p>	<p>Teacher observation could be used to formatively assess pupil progress.</p> <p>Teacher to emphasise the concept of pushing down into the floor to achieve a strong push up, ensuring the theme of counterpull is ongoing throughout this exercise.</p>
Between 5 and 10 minutes	<p>Move and counterpull stretch: <i>activation phase –input and accessing new information</i></p> <p>Working individually and then in pairs, pupils travel around the space developing spatial awareness skills and then create a stretch that physicalises counterpull.</p> <p>The task is developed by having pupils work with a partner to create a shape that demonstrates counterpull.</p>	<p>Hint: travelling can be interpreted as simply moving a specific body part.</p> <p>Extra challenge: can pupils challenge their balance and core strength by experimenting with counterpull stretches that require them to alter their centre of gravity?</p>	<p>Teacher circulates and encourages pupils throughout.</p> <p>Teacher to consider the pairing of pupils.</p>
Between 5 and 10 minutes	<p>Battement tendu jeté and gallop: <i>activation phase – input and accessing new information</i></p> <p>A teacher-led exercise which requires students to refine movement and use core strength to produce controlled work.</p> <p>The gallop is a sideways movement (<i>de côté</i>) which also helps to develop skills of spatial awareness in order not to interrupt the movements of peers.</p>	<p>Hint: <i>jeté</i> movement can be interpreted as an arm movement or body bend to the side and recover. If sideways travel is challenging, pupils can turn to face the side and move forward.</p> <p>Extra challenge: can pupils keep torsos facing the front of the room when travelling sideways rather than rotating torso to face the line of travel?</p>	<p>Teacher to ensure the space is clear with no obstructions.</p> <p>Teacher observation could be used to formatively assess pupil progress.</p>
Between 5 and 10 minutes	<p>Arabesque: <i>activation phase – input and accessing new information</i></p> <p>A teacher-led exercise where pupils are introduced to <i>arabesques</i>, with the theme of counterpull ongoing throughout the exercise.</p> <p>The swaying movement before the <i>arabesque</i> position adds a layer of complexity to the exercise enabling</p>	<p>Hint: this exercise can be performed using arms to create a 1st <i>arabesque</i> line.</p> <p>Extra challenge: are pupils able to balance using their core strength?</p> <p>Extra challenge: are pupils able to perform an <i>arabesque</i> with their eyeline raised and following the line of their fingers?</p>	<p>Teacher could support by explaining focusing eye contact on a still fixed point will aid balance effectively.</p>



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	pupils to develop their movement dynamics.		
Between 5 and 10 minutes	<p>Step hop: <i>activation phase – input and accessing new information</i> Focus on travel, musicality and elevation. Teacher-led exercise encouraging pupils to move through the space using the floor to aid their elevation.</p> <p>Spatial awareness skills can be enhanced through this exercise as pupils need to perform the exercise in a set pattern as part of a group.</p>	<p>Hint: pupils can create the sense of hop using their arms and pulsing towards the ceiling.</p> <p>Extra challenge: can pupils demonstrate accuracy of arm placement in the step hops and maintain a lifted eyeline?</p>	<p>Teacher to ensure the space is clear with no obstructions.</p> <p>Teacher to emphasise the concept of pushing down into the floor to achieve a strong push up, ensuring the theme of counterpull is ongoing throughout the exercise.</p>
Approx. 5 minutes	<p>Port de bras and stretch: <i>demonstration phase – learners demonstrating understanding of new knowledge – mastery</i> A teacher-led exercise that incorporates <i>port de bras</i> as well as stretching the body.</p> <p>This exercise also serves as a cool-down to the class.</p>	<p>Hint: this exercise could be performed seated in a chair rather than on the floor.</p> <p>Extra challenge: are pupils able to demonstrate smooth transitions between movements and use their breath to assist with the stretching elements of the exercise?</p>	<p>Teacher to encourage counterpull during this exercise: east and west.</p>
Between 5 and 10 minutes	<p>Plenary: <i>consolidation phase and retrieval task</i> Pupils have the opportunity to review the progress they have made and reflect on their understanding of counterpull.</p>	<p>Hint: teacher guides pupils to reflect on the discovery question. Can pupils explain how counterpull helps them when they dance?</p> <p>Extra challenge: can pupils remember the names of the balletic steps explored during the lesson?</p>	<p>Teacher could reinforce the concept of counterpull and address any misconceptions.</p>