

PROGRESSION 3

“COMPUTER GAME” - LOAD THE CD

Warm-up - preparation



GENERAL WARM-UP
“TRAVEL, STRETCH
AND BEND”

- (i.) Remember and perform General Warm-up No4,
Track 4 music “Travel, stretch and bend”

(Once pupils remember the movements ask them to work with a partner and perform the warm-up together.)



GENERAL WARM-UP
“STRETCH AND
JOG”

- (ii.) Remember and perform your stretch and jog routine
– Track 2.

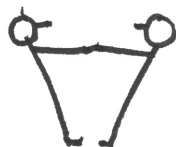


“CD drawer
opening”

- (iii.) Remember and practise the motif from last session
– Track 6.

Exploration and development

(This series of progressions develops the idea of the computer game. In the last session, the idea of the tray opening to receive the CD was developed into a motif. This session’s discussion should focus around the idea of putting the CD in the tray and gently pushing it to close. The movement is slow, steady and controlled and is initiated by a push. In movement terms it would be appropriate to develop slow, controlled and co-ordinated movement in pairs using counter-balance and counter-tension.)



- (i.) Face your partner and grip wrists (*in the grasp, No1 has palms upwards and No2 palms downwards*). Strong tense bodies – toes close to the toes of your partner and gradually and **slowly** lean away – **pull** to create the tension and slowly sit down together.

(For detailed reference of counter-balance / counter-tension teaching points see progression 3 Gymnastics – pages 50 – 52.)



- (ii.) Stand palms-to-palms with your partner, keep strong arms and bodies, **push** against your partner and

gradually move your feet further away until you take each other's full weight.



- (iii.) These are the core principles of counter balance and counter tension ... strong body tension clear body shape and line, pushing or pulling against a partner to hold a moment of stillness.



COUNTER-BALANCE
COUNTER-TENSION

Can you use these principles to explore balances where you and your partner are different shapes and on different levels. (*Take counter-balance and counter-tension Card 8 to help provide ideas for exploration.*)

- (iv.) Can you find at **least** three different counter-balance / counter-tension balances you can perform with confidence (*look often at demonstrations and draw attention to body line, shape, level and slowly moving into the position*).



"Tray closing"

- (v.) Maintaining slow, steady, controlled movement throughout, can you link your three or more balances together (*put music on in the background - Track 7 – several times*). Perform your balances in a slow and controlled manner and then repeat them as necessary to take you to the end of the track.

- (vi.) One pair watches another pair perform to music and offers suggestions for improvement. Have you created a strong, well-held finishing position?

Making a dance



"CD tray opening
and closing"

- (i.) Everyone performs their counter-balance / counter-tension dances.
- (ii.) Move into the finishing position you held in your group from the motif. How do you move to meet your partner and begin the balance dance? (*Suggest a travel and jump might be appropriate because the rest of the dance is balanced and slow.*) Practise to make it perfect.

DANCE FRAMEWORK

- (iii.) Perform the whole of the dance so far:- Track 8.



- (a.) the motif – on the spot and extended
- (b.) travel and jump to meet ... counter-balance / counter-tension dance
- (iv.) Groups of 4 link fingers and stand in a line.



When we press the “start” button the power surges through the computer. We can symbolise it with a “wave” of movement travelling down the line of pupils and back again - practise large, flexible “waves” of movement (*Track 5*).



- (v.) Practise 3 sets of “power surges” in your line and on the fourth power surge, everyone breaks away and travels and jumps into their starting position for the motif (*Track 5*).



- (vi.) Join the whole of the computer dance together starting with the power surge.
Half the class watches the other half perform.

Are the shapes clear? (*Body line and extension*)
Are the joining movements effective? (*Fluid and appropriate*)

Cool-down



- (i.) Face your partner. Without speaking, very slowly mirror each other sinking down to the floor into a lying-down position, then equally slowly stand up together.

Repeat until a signal from the teacher asks you to finish by standing and facing your partner.

N.B. An extension activity for the dance could be to move from the motif into 3's and perform the counter-balance / counter-tension in 3's (*or small groups*) and extend the ideas on card 8.