

MARVELLOUS BODY MACHINE

This dance interprets the wonders of the circulatory system. The unit encourages the children to use a range of partner skills and to achieve contrast in dynamics and space.

Specific Learning Outcomes

- Understand the importance of warming up and cooling down safely (and demonstrate how to do this).
- Confidently and imaginatively explore and develop different actions in response to the dance idea.
- Link actions together to create a short dance.

Stimulus

The circulatory system.

Resources

Diagram or model of the circulatory system.

Accompaniment

“Drifting Away” by Faithless; percussion instruments (tambour, cymbal and rain stick).

Content

- Contrast in speed and flow
- Tension, coordination and control
- Travelling on different levels (including rolls and jumps)
- Partner work: lead and follow, unison, opposites, contact
- Rhythmic action

Assessment

- Peer-to-peer evaluation of each section.
- Videotape the complete dance and assess against the learning outcomes.

Curriculum Links

Science: Respiration, circulation and movement; fitness and health

Options

This is essentially a partner dance that could be developed for groups (pairs could join in 4s for a follow-the-leader bloodstream journey; one pair could expand and contract as the lungs while the other pair pump as the heart).

Possible Unit Structure

- Lesson 1: Introduce the topic: Discuss the circulatory system, ideas for dance and key words; explore introductory activities; create partner phrase: breathe, bloodstream, heartbeat.
- Lesson 2: Recap dance so far and complete first section (swap leader for 2nd travelling phrase).
- Lesson 3: Recap dance so far and create muscle power section; practise each section and transitions.
- Lesson 4: Videotape and self-evaluate (or develop the third section for groups then videotape).

Possible Dance Structure

- Breathe, bloodstream, heartbeat, bloodstream.
- Muscle power.
- Repeat section 1 as far as heartbeat (this could be performed in 4s; see options).

(continued)

MARVELLOUS BODY MACHINE *(continued)*

Warm-up



- Lead a warm-up that raises the pulse; finish with stretches. Children could suggest the actions (use Mix and Match ideas and in the Warm-ups folder in this web resource).
- In 2s, follow the leader in and out of the space. Use different levels and include rolls and jumps.

Tasks	Teaching Points
Discuss the function and actions of the circulatory system (lungs, heart, bloodstream) and the effect of the raised pulse on muscles.	Identify which aspects could be interpreted in a dance and pick out key words (e.g., <i>expand, contract, pump, beat, pulse, flow</i>).
Introduction: Individually explore smooth expanding and contracting actions using the whole body (lung); rhythmic pumping actions using different body parts (heart); strong stretching and contracting actions (muscles)	Use percussion instruments for each type of action (e.g., rain stick for breathing, tambour for heartbeats and cymbal for stretching).
Breathe: In pairs, explore expanding and contracting together with smooth, slow actions. Keep contact and find a shape and level that work well.	Try different levels: sitting, lying, kneeling.
Bloodstream: In same pairs, follow the leader smoothly in and out, high and low to a new space.	Keep the actions smooth and flowing.
Heartbeat: Explore pumping actions; select favourite and perform with partner.	Try with different body parts: hands, feet, shoulders. Both partners could perform the same action (unison) or perform different actions simultaneously (counterpoint). See chapter 3.
Bloodstream: <ul style="list-style-type: none"> • Repeat with the other partner leading; add jumps and rolls. • Practise each section (breathe, bloodstream, heartbeat, bloodstream) and link them together. • Pair evaluation. 	Encourage smooth and flowing movements. Select good examples to demonstrate. Perform to the music and use a tambour or tambourine to cue each section. Do they show contrast in dynamics and space?
Muscle power: <ul style="list-style-type: none"> • In pairs create short (contracted) and long (extended) shapes in different directions and levels, using strength and tension. • Select 2 or 3 ideas and link them together to form a phrase. • Perform as opposites (one extended, the other contracted). • Pair evaluation. 	Do they show good timing and sensitivity as they perform opposite actions?
<ul style="list-style-type: none"> • Recap each section of the dance and plan the transitions. • Practise the whole dance and share with another class. • Videotape for self-evaluation and assess individual achievement. 	Decide how to use the space available. Could different areas of the room be used for lungs, heart and muscles? Which pathways will be used for the bloodstream? Use the specific learning outcomes.