

THE LONER

This unit uses a sensitive poem about a lonely child for a stimulus. Images and action words from the poem provide the movement material, and the resulting dance is full of contrast in action, dynamics, space and relationships. Each child has an opportunity to take the role of the child who doesn't belong.

Specific Learning Outcomes

- Perform expressively, using dynamic qualities to express the dance idea.
- Confidently and imaginatively explore and select different actions in response to a poem.
- Confidently discuss and share dance ideas in groups.

Stimulus



The poem "The Loner" by Julie Holder (see the Resources folder in this web resource).

Resources

Copies or projection of the poem.

Accompaniment

Club music such as "For What You Dream Of" by Bedrock featuring KYO.

Content

- Selecting and developing actions
- Expressing moods
- Composing motifs
- Contrast in dynamics and space
- Solo, partner and group work

Assessment

- Peer evaluation of each section using agreed success criteria.
- Film complete dance for assessment and self-evaluation against learning outcomes.

Curriculum Links

- Literacy: Responding to a poem; form, structure, vocabulary
- PSHE: Friendship, bullying, inclusion, empathy

Options

Study the poem in literacy. Look particularly at the structure, imagery and action words.

Possible Unit Structure

- Lesson 1: Read the poem, identify key words and images and decide a structure for the dance; create lonely and playground motifs.
- Lesson 2: Recap and perform lonely playground section; create friends section.
- Lesson 3: Recap friends section and create outcast section.
- Lesson 4: Recap all sections so far; create resolution and "watch this space" final shape.
- Lesson 5: Rehearse and refine; perform to an audience or videotape.

Possible Dance Structure

- Lonely: Set the scene with the lonely motifs contrasted with the playground motifs (half the class performing each).
- Friends: Groups of 4 perform walk, run, skip, huddle motifs.
- Outcast: Each dancer is left out in turn using shell or shield images.
- Resolution: The group absorbs the outcast and they dance harmoniously together. They end with a "watch this space" shape.

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THE LONER *(continued)***Warm-up**

- A lively warm-up such as the Circle–Partner–Group Warm-Up (see the Warm-ups folder in this web resource).
- Practise walking, jogging, skipping and turning on the beat, using 8 then 4 counts for each. Perform in 2s or 4s across the space.

Tasks	Teaching Points
Read the poem together. Divide the class into small groups and allocate verses 1, 2 or 3. Children pick out action words and images that could be used in dance.	List these and agree on sections for the dance.
Lonely: <ul style="list-style-type: none"> • Explore each action (lean, smack, scuff, trace patterns) sitting on the floor then standing against an imaginary wall. • Select and develop actions spatially and rhythmically to create a motif expressing loneliness. • Playground: Draw up a list of actions that suggest a busy playground. • Individually select 3 or 4 actions and combine into a repeatable motif using the dynamics mentioned in verse 2. • Half the class (label partners A and B) could perform the lonely motif several times then freeze; the other half could perform their playground motif. • Half the class observe the other half. 	<p>Could also work effectively in pairs mirroring each other.</p> <p>Actions can be in any order; include repetition. Examples from the poem are <i>run, dodge, freeze, jump, turn, throw</i>.</p> <p><i>Quick, strong, sharp</i>.</p> <p>Focus on the contrast in dynamics and use of space.</p> <p>Swap so each gets a chance to experience the contrast.</p> <p>Look for contrast in dynamics and space.</p>
Friends: <ul style="list-style-type: none"> • In pairs, work on a pattern of runs, skips and walks—any number, any order. • Add a slow, low turn (huddle) using contact. • In 4s, combine ideas to create a short phrase based on these words and that expresses friendship. 	All 4 could perform in unison, or each pair might do something slightly different but that fits together.
Outcast: <ul style="list-style-type: none"> • In 4s, create 4 still images showing each person rejected by the group. • Create linking movements or transitions between each group shape to create a fluid piece. • Group-to-group evaluation. 	<p>The outcast could use the shell and shield images.</p> <p>The group could use traditional playground games for ideas on group shapes and transitions.</p> <p>How effective is each image, and how well does this section flow?</p>
Resolution: <ul style="list-style-type: none"> • The last outcast is absorbed by the group and becomes part of it. The group unites in an action phrase inspired by a playground activity. • Each group creates an action, motif or shape to express the phrase <i>watch this space</i>. • Recap each section and find ways to link them to create a complete dance. • Videotape and assess. 	<p>Select a game that does not require equipment, such as a circle game, follow-the-leader, a clapping game, stick in the mud.</p> <p>Compare the range of outcomes.</p> <p>Use the specific learning outcomes.</p>