

MISSION: IMPOSSIBLE

This is a narrative dance that develops from partner and group tasks in which children work together sensitively to create excitement and suspense.

Specific Learning Outcomes

- Perform a range of actions (see chapter 3) with focus and projection.
- Explore, create and select appropriate actions, space, dynamics and relationships.
- Respond to accompaniment, showing awareness of changes in tempo.

Stimulus

Adventure or escape; *Mission: Impossible* soundtrack music.

Resources



Flip chart or whiteboard for word bank (see Resources folder in this web resource).

Accompaniment

Mission: Impossible soundtrack music by Lalo Schiffrin.

Content

- Sequencing actions
- Partner unison
- Contrasts in speed and level
- Different ways of travelling in different directions
- Stillness and focus
- Clear body and group shape
- Sensitive contact work and support

Assessment

- Peer evaluation of each section (pair to pair or group to group) using agreed success criteria.
- Self-evaluation against learning outcomes.
- Videotape different sections and record the final dance.

Curriculum Links

- PSHE: Social skills, physical well-being, going for goals
- Music: Structure, atmosphere, purpose

Options

The dance can be structured to fit any shaped space (use exits and entrances to avoid all children in the space at the same time) but it does require space in which to travel. The dance idea can apply to different times and places (e.g., exploring unknown territory in Ancient Greece or Egypt).

Possible Unit Structure

- Lesson 1: Introduce idea; complete introductory tasks and travelling pairs section.
- Lesson 2: Recap dance so far, add obstacle course and plan group mission.
- Lesson 3: Work on group mission and recap dance so far.
- Lesson 4: Add finale and rehearse complete dance. Videotape for self-evaluation.

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MISSION: IMPOSSIBLE *(continued)***Possible Dance Structure**

- Label pairs A and B. Pairs enter at different times (use repeats in music as a guide).
- Obstacle race in pairs—A then B—to meet up in groups.
- Slow-motion group phrases.
- Move quickly and in character away from group (choose own way of travelling) and into a space.
- Perform phrase of 4 freeze-frame positions as if caught in a spotlight.
- Winners or losers? Losers collapse slowly to the ground as if zapped; winners adopt position of triumph.

Warm-up

A lively warm-up that includes the following:

- Going and stopping
- Changes of direction
- Rolls, turns, jumps



or Fast Forward and Rewind (see Warm-ups folder in this web resource)

Tasks	Teaching Points
Introduce idea. What will a dance called “Mission: Impossible” contain? What type of movements? What expression will the dancers have?	Agree on the success criteria and write on board or flip chart (e.g., <i>strong actions; good control, contrast in speed, excitement, suspense, different levels</i>).
Introduction: <ul style="list-style-type: none"> • Travel around the room in different directions, on different levels, at different speeds. Include use of focus to create suspense. • Discuss the actions they have used and draw up a list of appropriate actions. • Travel across the space individually along a straight pathway using all 3 levels and different speeds; add stillness and focus; include imaginary obstacles. 	<p>Introduce one aspect at a time. Work in silence so that they travel noiselessly.</p> <p>Examples are <i>crawl, duck, slide, creep, dive, freeze, swerve, roll, dodge, skid, crouch, zigzag, jump, leap, stride, edge, balance, spy, slither, swing</i>.</p> <p>Introduce music at this point. Organise the class so that they travel across the space a few at a time.</p>
Travelling pairs: <ul style="list-style-type: none"> • Lead and follow a partner. Stay close and copy exactly. • In pairs, choose 3 contrasting action words from the bank to practise together. • Combine actions in a phrase with clear starting and finishing positions and pathways. • Perform in unison and develop to include canon and contact. • Pairs enter or cross the space in two halves (use the repeats in the music). 	<p>Select good examples to demonstrate.</p> <p>The first pairs could leave the space or finish near the outside edge in a freeze frame.</p>
Obstacle course: In same pairs, create an obstacle course. Partner A creates an obstacle for partner B to travel around, over, under, through; B creates an obstacle for A and so on until the space is crossed. They select and plan a fluid phrase that crosses the space to meet up with another pair. Half the class perform at a time.	<p>Demonstrate with one pair first. Encourage different shapes and levels.</p> <p>Remember to use focus when travelling to create suspense.</p>

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MISSION: IMPOSSIBLE *(continued)*

Tasks	Teaching Points
<p>Group mission: In groups of 4, plan a slow-motion phrase based on a mission (e.g., travelling on different levels, an explosion, a rescue and an escape).</p>	<p>Groups agree on meeting places. This is a short but slow section. Keep it simple and controlled. All work together as a team.</p>
<p>Finale:</p> <ul style="list-style-type: none"> • Travel away from group into a space. • Individually make 4 different freeze-frame shapes or positions suggested by the vocabulary list. • Practise changing quickly from one to the next. • Half the class perform freeze frames at a time; others keep still! • Decide on the final move or position for the last musical note—winner or loser? • Rehearse each section and work on transitions. • Perform to another class. • Videotape and assess individual achievement. 	<p>Listen carefully to the music that remains. As if caught in a spotlight or flashbulb. Or choose 2 shapes and repeat them twice.</p> <p>Use the specific learning outcomes.</p>