

Dancetrain Lesson Plan

Dancetrain Issue: **Sep/Oct 2020 Alignment p50-51**

Title:	Alignment	Suggested Stage/Year:	Stage 5
Dance Syllabus Area:	Performance	Topics:	Safe Dance Practice
Prior Knowledge:	Knowledge of the skeleton and main muscle groups/action	Cross Curricular Links:	Physics
Dancetrain Issue & Resources:	Sep/Oct 2020 <i>BODYWISE Alignment Article P50-51</i>	Camera and digital photo/video editing tool such as Microsoft Photo, Paint, Adobe acrobat, photoshop or iPhoto	
Syllabus Outcomes:	5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances	<ul style="list-style-type: none"> • identify and explain the capabilities and limitations of the body • correct body alignment and placement while executing movement • the relationship between muscle engagement and desired movement 	
Teacher Notes	This task is suitable for Yr 9 or 10 class who have an established understanding of the relationship between the skeletal alignment and muscular engagement/contraction.		

Content

Introduction

Students read the article on p50-51 regarding the ankle alignment. Teacher leads a class discussion which clarifies students understanding of the concepts. This may include practical demonstrations and examples from class work where ankle alignment has the potential to cause injury.

Key Questions:

- What is the definition of alignment?
- Why is it important?

Student task

1. Students and teacher select 3 or 4 other examples from their class dance or exercises in which correct alignment is challenging to execute or frequently preformed incorrectly. Try to select a range of postural positions – e.g. floor work, fast change of direction sequences, off centre or landings.
2. Students then work in groups to create a fact sheet about correct alignment for their chosen movement/position example. This should include the following:

- a) Photo or video image of **poor/incorrect alignment** in the movement/position (this could be created by students or found from an internet image search). If students create the photo themselves, teacher need to ensure this does not create a risk of injury – perhaps support the weight of the student being photographed
 - b) Photo or video image of **correct alignment** in the movement/position (this could be created by students or found from an internet image search)
 - c) Students use photo editing software to **create annotated images** describing the correct and incorrect alignment – similar to the images of the ankle on p51
 - d) **Potential injuries** that could occur with the incorrect alignment
 - e) Describe how the **incorrect and correct muscle engagement** will **affect the alignment of the joints** in the chosen movement/position, and strengthening exercises for the relevant muscle engagement
 - f) Describe any **limits in flexibility that can hinder correct alignment** and stretches that improve flexibility to those muscles
 - g) Suggest some **tips, cues or visualisation that can help the dancer execute the correct alignment** in the chosen movement/position
3. Students present their information as a poster or hand out to the class