
BREAKERS AND FILLERS – MOVEMENT LESSONS

Theme: Quarry workers in the 1930s: Breakers and Fillers

Watch the 1930's video of men quarrying by hand and rocks moving on conveyor belt.

1. Warm up
 - a. In a space on the spot stretching and curling
 - b. Simple walking about the room, keeping in own space
 - c. Walk to new spot, stretch and curl; repeat 4 times
2. Motif 1 – Breaking - Lifting and lowering
Preparation and action, wielding a pick axe or lump hammer to break a boulder into pieces small enough to pick up, one sided movement, and recovery making movements large
 - a. Slow lifting and swift lowering, try leading with each side of the body
 - b. Add turn to lift and direct aim to lowering and hold focus
 - c. Make a sequence of 4 repetitions
3. Motif 2 – Travelling with change of direction
Travelling forwards on feet in straight lines
 - a. Travel forwards in one direction, finding different ways of travelling on feet
 - b. Make abrupt turn and travel in new direction
 - c. Repeat 4 times to make a sequence while avoiding others
4. Motif 3 – Filling – Lifting and lowering
Lifting a heavy rock using both hands and placing or dropping it into a truck
 - a. Slow lifting and careful placing
 - b. Show weight of object by bending knees and using strength
 - c. Placing or dropping object at different levels
 - d. Add stepping between lifting and lowering
 - e. Make a sequence of 4 repetitions
5. Listen to Flump, a composition played on the Brantwood Musical Stones
6. The dance
 - a. Link together the three sequences
 - b. Work in twos - using motifs 1 and 2 teach and perform together
 - c. Work in groups of 4 for motif 3 by joining with another pair
 - d. Practise matching movements to the rhythm and phrasing of the music
 - e. Perform to Flump each group sharing what they have done with the class
7. Reflection
 - a. Were the movement motifs clear?
 - b. Were they able to extend the movements beyond mime by enlarging actions, adding steps and turns and phrasing their actions to the music?
 - c. Did they make a smooth transition at the end of motif 2, travelling, to arrive in groups of 4



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SOME POSSIBLE DEVELOPMENTS

1. Warm up
 - a. Make large and small body shapes, strong shapes contrasted light
 - b. Make shapes in different spaces around the body
 - c. Different ways of travelling on feet such as large and small steps, different parts of feet in contact with floor
 - d. Travelling in different directions, forwards, backwards to the sides
 - e. Change body shape while travelling or after they arrive in new space
 - f. Make changes of direction sudden or gradual
2. Motif 1 – Breaking – lifting and lowering
 - a. Emphasise rhythm of actions – preparation, action, recovery
 - b. Make actions in different spaces around body
 - c. Add stepping, travelling and turning to extend the movement phrase
3. Motif 2 – Filling – lifting and lowering
 - a. Pick up different shaped objects
 - b. Carry boulder on different part of body such as back or thighs
 - c. Lower the boulders with different amounts of control
 - d. Add stepping or transferring weight while lifting
 - e. Add turns either on the spot or while taking steps
4. Motif 3 – travelling with change of direction
 - a. Travel with different parts of the feet touching the floor
 - b. Change direction suddenly and gradually
 - c. Orientate changes of direction to the room or to the body
5. The dance
 - a. Use Flump or other music played on rock instruments
 - b. Working in different ways with partners and in groups: moving alternately, matching, in unison or in opposition
 - c. Make sequences more complex and longer
6. Reflection
 - a. Are they able to retain the essence of the idea while making movements more developed?
 - b. Are the dancers able to link their movements appropriately?



THE COMING OF THE MACHINES – MOVEMENT LESSONS

Theme: The beginnings of Mechanisation in the 1930s: Trucks, excavators, conveyor belts and cement mixers

Watch the 1030's video of the early machines, including excavators to get them from the cliff face into trucks, raising rocks to the crusher and making cement

1. Warm up
 - a. Walking around the room using all the space
 - b. Walking in large curved pathways
 - c. Walk in zigzag pathways
 - d. Look in direction of travel
2. Motif 1 – excavators – gathering, lifting, turning and lowering
 - a. Make gathering movements with each arm in turn
 - b. Make movements in different spaces around the body
 - c. Link gathering movements
3. Motif 2 – lifting boulders into crusher – slow, strong, sustained, change of levels
 - a. Moving low to high sudden and sustained with strength
 - b. Whole body movements
 - c. Using different body parts to lead
4. Motif 3 – mixing cement – turning and revolving
 - a. Experiment with different ways of turning, revolving and spinning
 - b. Changes in tempo
 - c. Travelling in curved lines and circles
5. The dance
 - a. In groups of three choose which motif to develop into a phrase (one each)
 - b. Give phrase beginning, middle and end and repeat
 - c. Perform to Flump or similar music in groups of 3
 - d. Rearrange with half class doing and half watching and change round
6. Reflection
 - a. Identify similarities and differences in movements
 - b. Identify contrasts in movements between each member of group
 - c. Identify where movements might be adjusted to create visual harmony



CREATING MOVEMENTS FROM HAIKUS

1. Identify words suitable for movements
2. List relevant movement possibilities
3. Try out movements; experiment with each in turn
4. Develop by changing body, spatial or dynamic elements
5. Create movement phrase for each line – 5/7/5 actions per line and perform

<p>rocks crashing falling excavators gaping holes rare birds flying by</p>	<ol style="list-style-type: none"> 1. Crashing, falling, gaping holes, flying 2. Rising and sinking, making large shapes with spaces, travelling 3. Try out movements and experiment <ol style="list-style-type: none"> a. moving different body parts or whole body b. encircle spaces around body using arms or legs or one of each, c. walking increase to running in curved pathways around the room 4. develop <ol style="list-style-type: none"> a. in single movement or in stages, in slow motion and quickly b. both together or in succession, sudden or sustained, on the spot c. light tension, changing levels from high to low 5. create a sequence of 5 actions for lines 1 and 3 and 7 actions for line 2
<p>exploding huge rocks loading up different stones animals living</p>	<ol style="list-style-type: none"> 1. exploding, loading up, animals 2. sudden movements small to large, lifting & carrying, travelling & stopping 3. try out and experiment <ol style="list-style-type: none"> a. curl up with different body parts on floor and extend outwards b. lifting heavy objects and lowering them in new space c. travelling on different body parts around the room, stopping still 4. develop <ol style="list-style-type: none"> a. add change of front, add jumps, hold large shape then slow shrink b. collecting from different space around body, add steps and turns c. vary speed and direction, freeze, look all round before continuing 5. create a sequence of 5 actions for lines 1 and 3 and 7 actions for line 2
<p>diggers and dump trucks crushers sieves conveyors sun shining brightly</p>	<ol style="list-style-type: none"> 1. diggers, crushers, sieves & conveyors, shining 2. gathering & scooping, moving in confined space, opening & closing 3. try out and experiment <ol style="list-style-type: none"> a. reaching out, gathering in different areas around body b. rising & sinking in confined space, different body part leading c. opening and closing movements to right and left 4. develop <ol style="list-style-type: none"> a. stretching high & low, add steps and turns, moving steadily b. travel on feet in different ways, adding small jumps, to sinking c. travel in sweeping circles on opening, pause & extend outwards 5. create a sequence of 5 actions for lines 1 and 3 and 7 actions for line 2

