

AKROBATIK

FOR 5. - 10.KLASSE

ET KONKRET EKSEMPEL PÅ, HVORDAN MAN PÆDAGOGISK OG METODISK
KAN OPBYGGE ET UNDERVISNINGSPROGRAM I AKROBATIK - SPECIELT
MED HENBLIK PÅ "OPTRÆDEN".

Alle kan lave akrobatiske øvelser af forskellig sværhedsgrad.
Akrobatik er sjovt, motiverende og fysisk styrkende. Akrobatik
fremmer balanceevnen og smidigheden, men frem for alt giver
akrobatikken enestående mulighed for at dyrke samarbejdet og
tilliden i en gruppe.

Alle har en vigtig funktion i helheden, ingen kan undværes
og specielle færdigheder i behændighed er ikke en nødvendig for-
udsætning.

Samtidigt giver akrobatikken enestående muligheder for sce-
nisk optræden, dvs fremvisning, hvor eleverne får lejlighed til
at prøve det "at være på".

Artiklen er ment som en praktisk opskrift på, hvordan man
bruger de mange akrobatiske øvelser, når man som underviser står
over for en hel skoleklasse, og når man ønsker at undervisnings-
forløbet skal resultere i et produkt, der vises frem ved for-
aldrearrangementer, skolefester o.l.

METODIK:

Overordnet må det siges, at undervisning i akrobatik kræver kend-
skab til et vist "øvelsesrepertoire" (bilag). Det er en stor
fordel, hvis man hurtigt kan give eleverne alternative øvelser,
hvis andre mislykkes - at man har mange øvelser på lager, og at
man selv er fortrolig med de enkelte øvelsers sværhedsgrad, krav
til teknik og sikkerhed.

Det er endvidere vigtigt, at man hurtigt er i stand til at ana-
lysere sig frem til de enkelte elevers fysiske og tekniske formåen
og dermed placere dem ideelt i sammenhængen.

Når man arbejder med akrobatik i store elevgrupper og kravet er, at det skal munde ud i en eller anden form for scenisk optræden, er det hensigtsmæssigt at holde sig til de mere balanceprægede akrobatiske øvelser.

Den efterfølgende beskrivelse og de foreslåede øvelser vil derfor også koncentrere sig om denne øvelsestype, øvelser som jeg selv har haft gode erfaringer med på 5.-10. klassetrin.

PLANLÆGNINGSFASEN:

Hvis et undervisningsforløb i akrobatik skal lykkes, er planlægningsfasen overordentlig vigtig. Normalt står man måske over for en elevgruppe på 14 - 20 elever. Mange forskellige øvelser skal sættes i gang samtidigt og alle skal have hjælp, modtagning, vejledning og nye øvelser.

- Overvej :
- hvilke øvelser er realistiske for den pågældende aldersgruppe ?
 - hvem skal være i gruppe sammen ?
 - hvordan sammensættes de forskellige akrobatiske øvelser og opstillinger så de bliver egnede til "optræden" ?

INSTRUKTIONSFASEN:

Eleverne får forevist nogle af de grundlæggende øvelser. Forklaringer om teknik, sikkerhed og modtagning.

Eleverne inddeles i grupper (evt af forskellig størrelse). Ved gruppeinddelingen overvejes styrkeforholdet i gruppen. F.eks en stor og stærk samt en lille og let elev i hver gruppe.

Samtidigt tages hensyn til om nogle enkelte elever kan noget specielt, som bør med.

Grupperne afprøver nogle af de foreviste øvelser. Fejlretning

m.v.

EKSPERIMENTALFASEN:

Sæt X ved de øvelser I kan

UDVÆLGELSESFASEN :

afprøve sikkerheden.

riation i rækkefølgen, krav til gulvplads o.l.

PERFEKTIONSFASEN:

Hvor skal I stå i forhold til hinanden ?

præcist, hvor de hver især skal være.

til samlet program. Programmet køres igennem :

- [illegible]

- Afslutning : frem, vinke, bukke, vente
(ordentlig afslutning er vigtig)

FOREVISNINGSFASEN:

Overvejelser i forbindelse med selve forevisningen:

- Musik
- Pludselig start, fart og tempo.
- Hold stillingerne, "appeal".
- Små effekter og overraskelser
- Hurtige skift.
- Påklædning
- Spotlight.

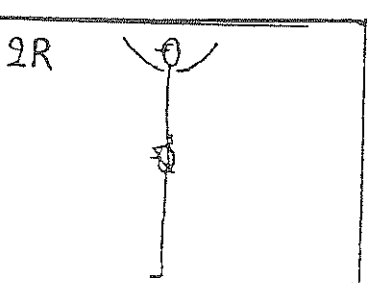
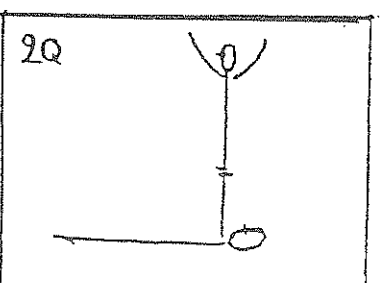
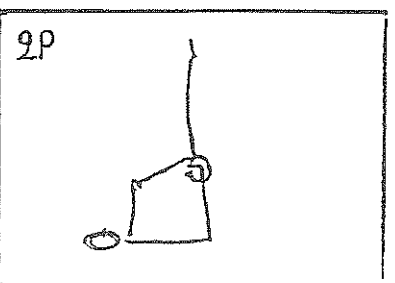
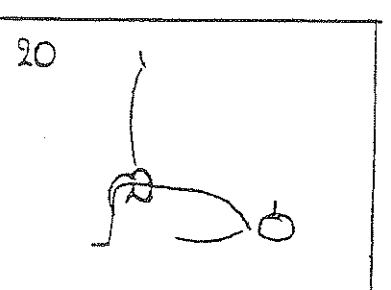
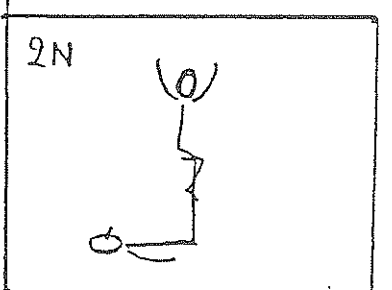
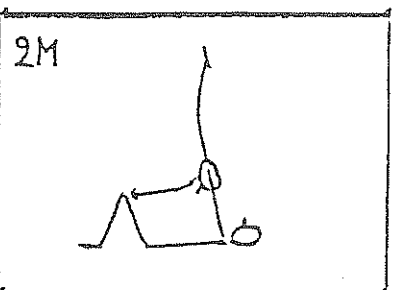
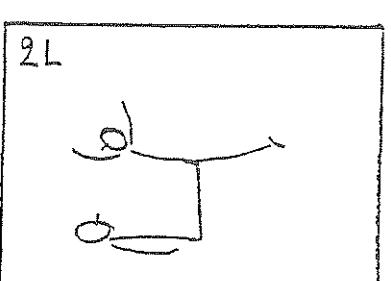
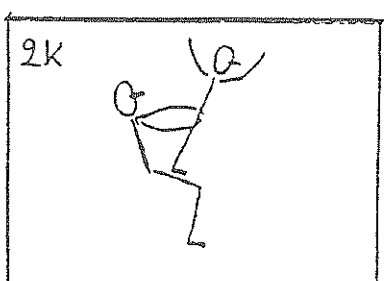
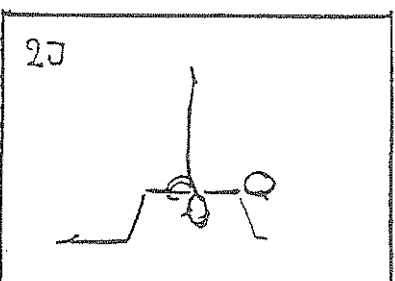
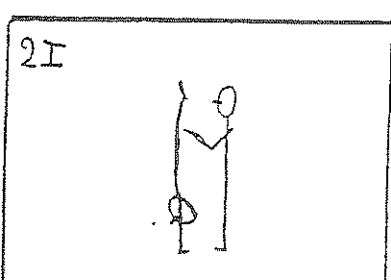
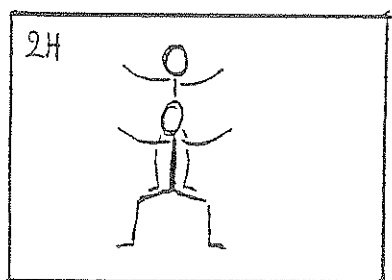
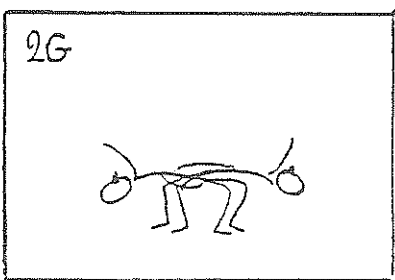
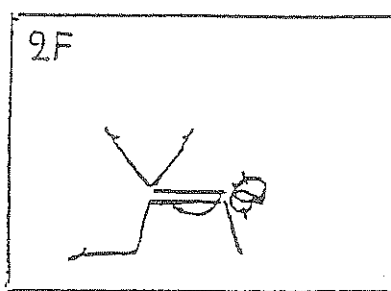
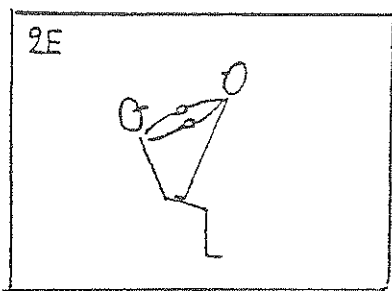
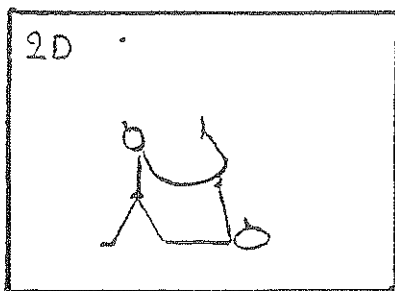
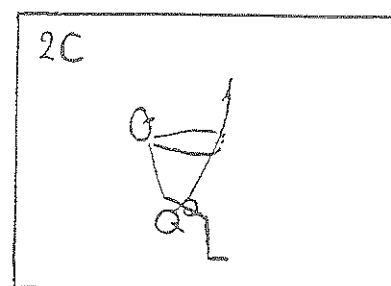
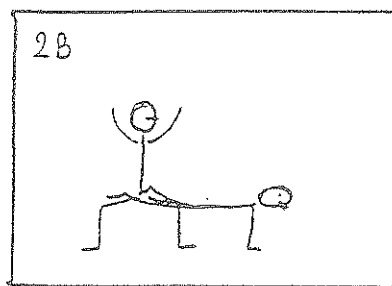
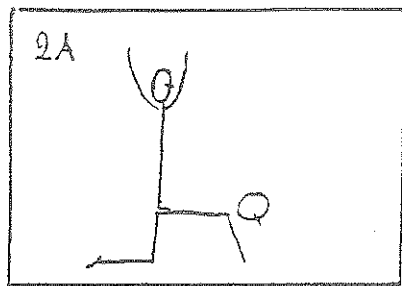
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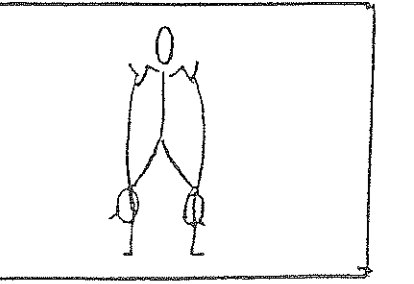
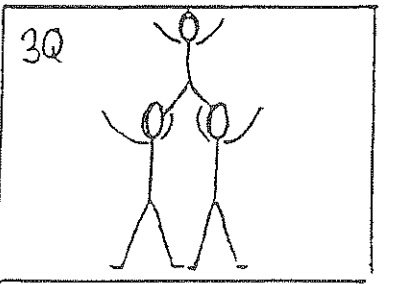
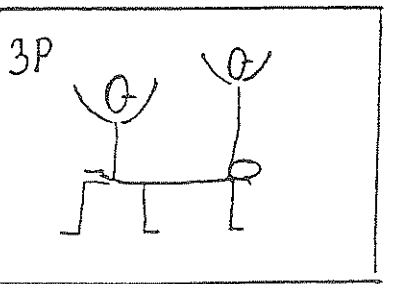
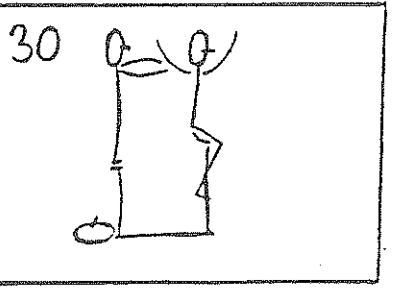
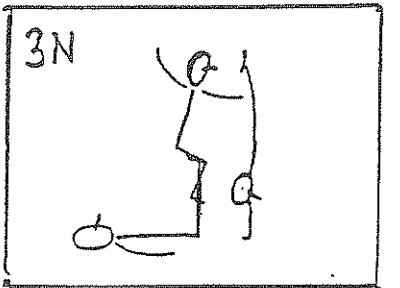
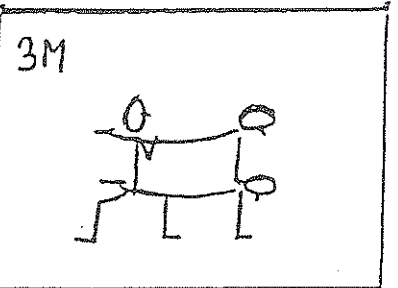
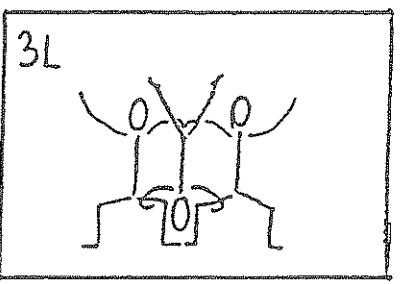
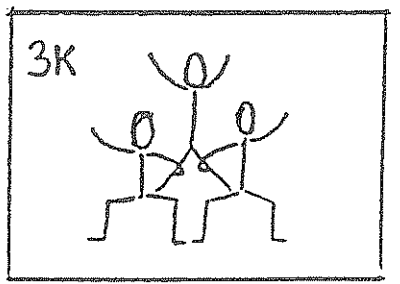
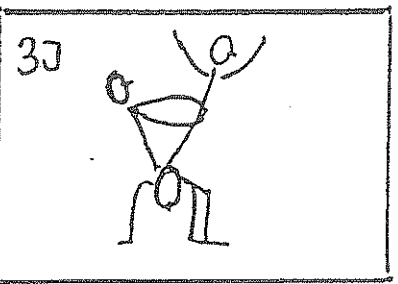
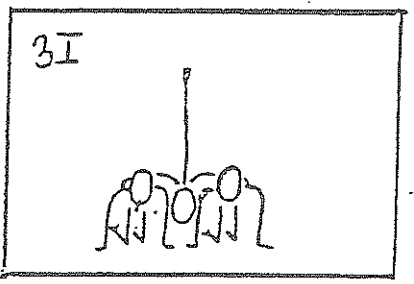
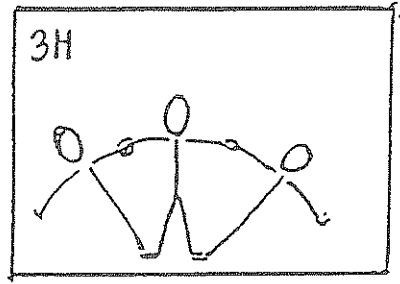
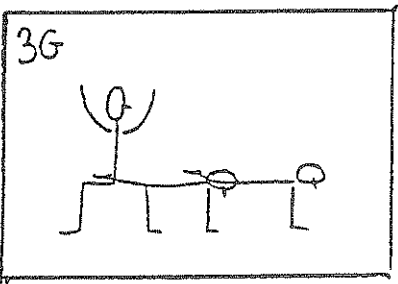
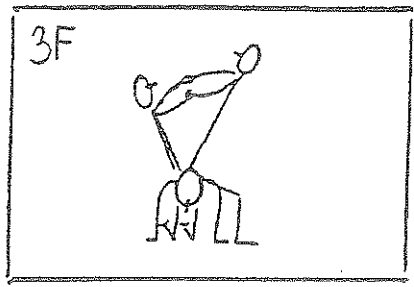
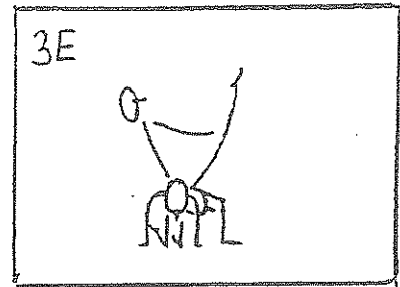
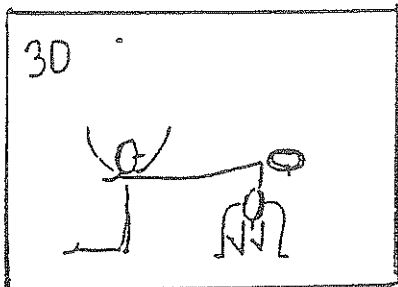
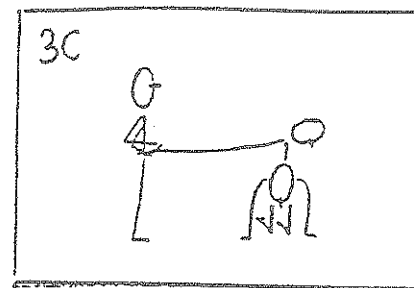
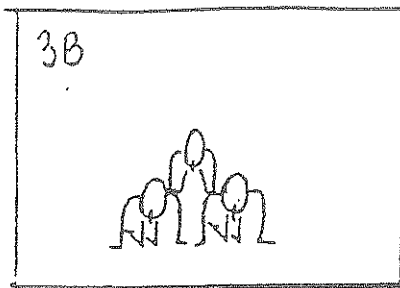
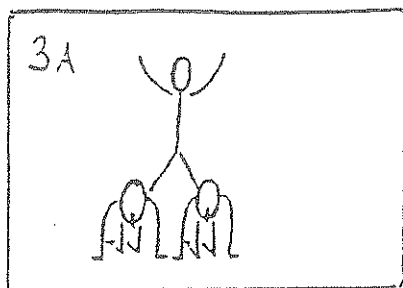
Musikken til den akrobatiske optræden skal have karakter af fart, tempo og energi. Oftest er instrumentalmusik mest velegnet.

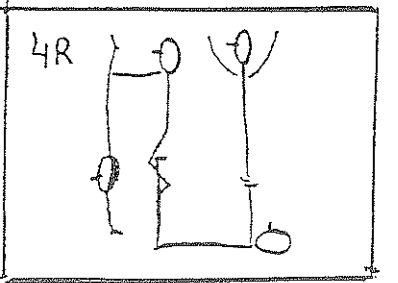
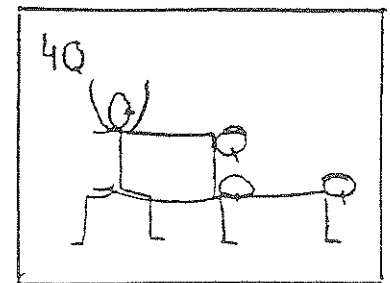
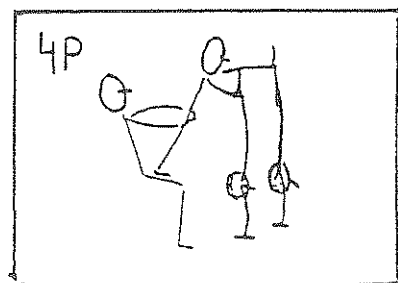
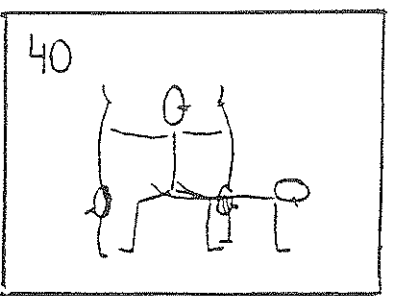
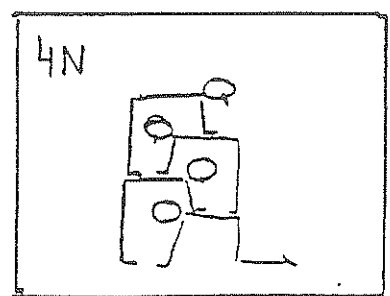
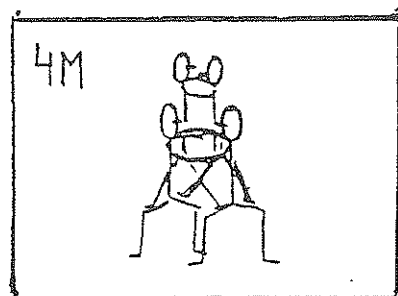
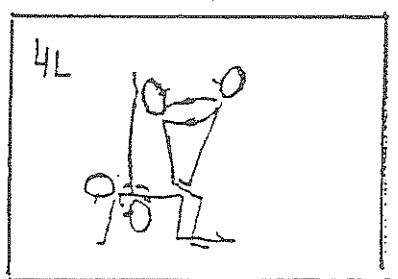
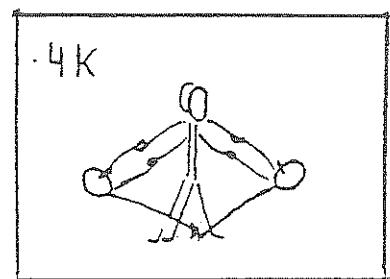
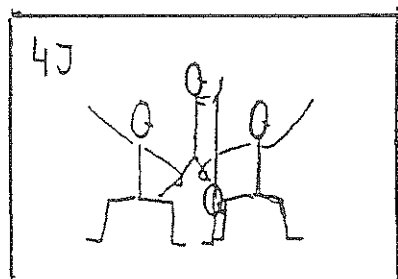
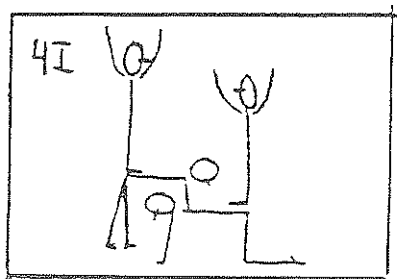
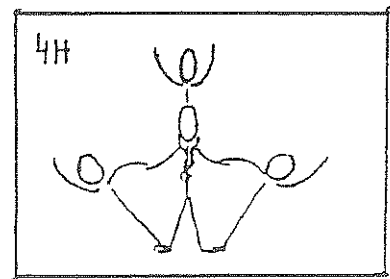
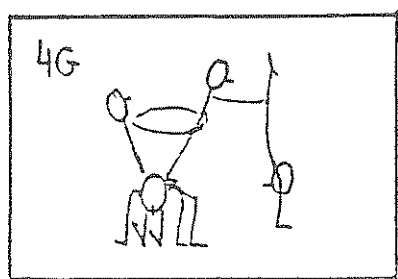
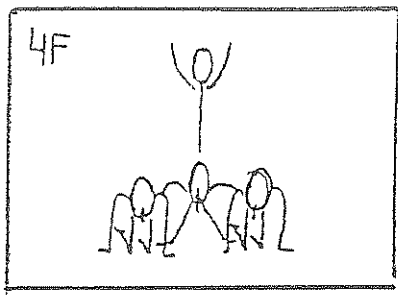
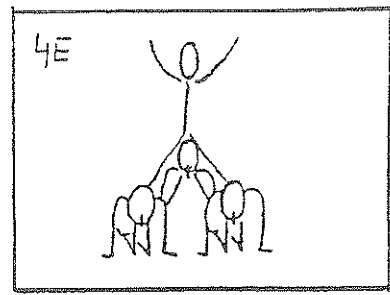
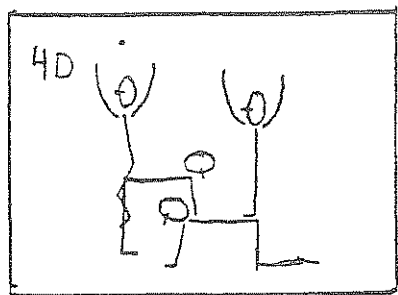
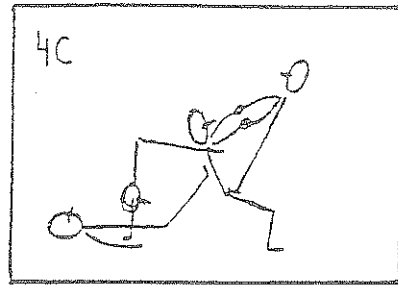
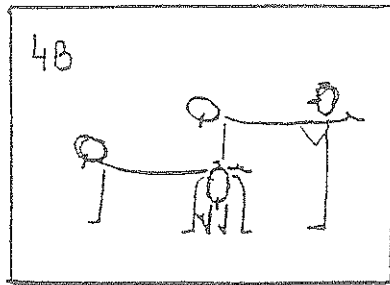
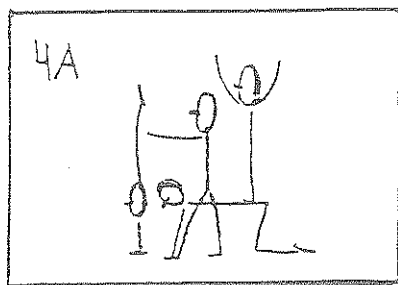
J.M.Jarre - " Magnetic Fields "

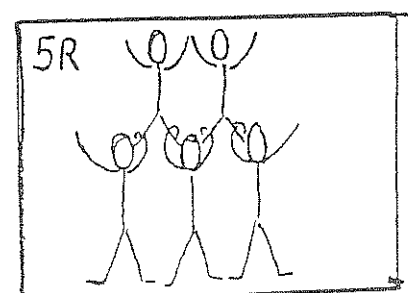
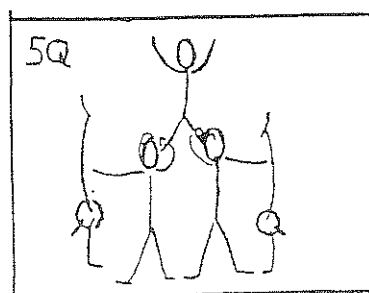
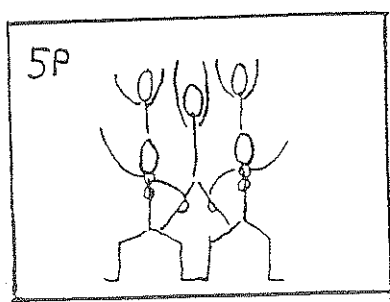
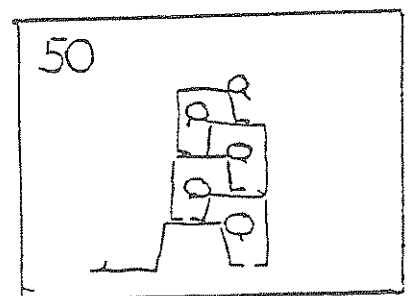
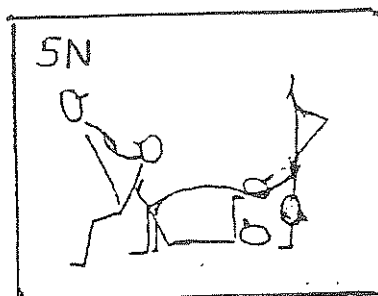
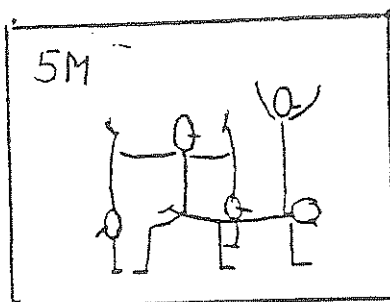
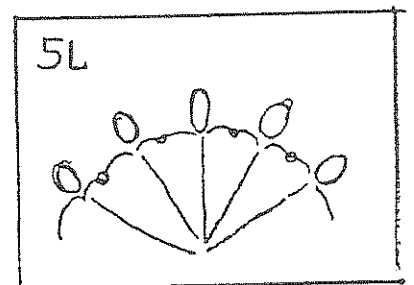
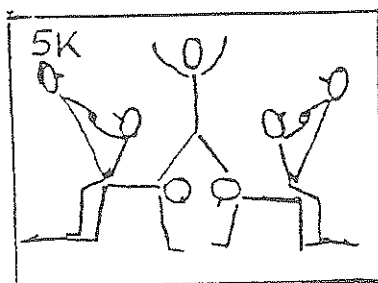
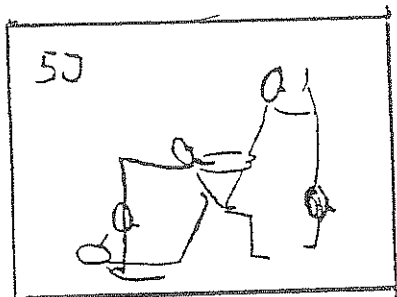
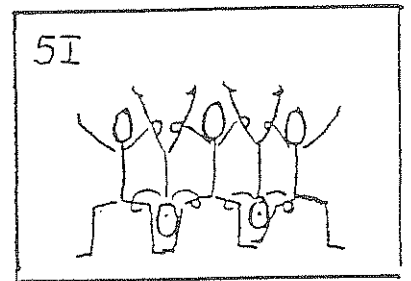
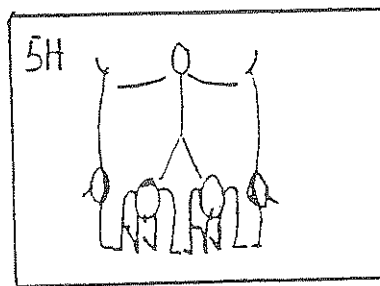
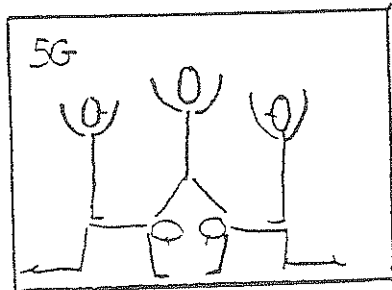
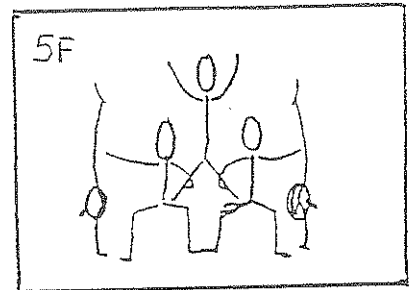
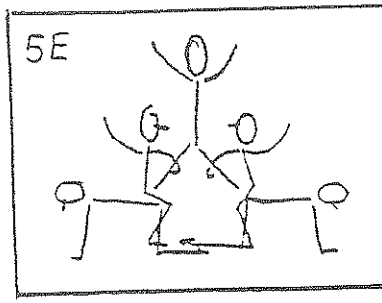
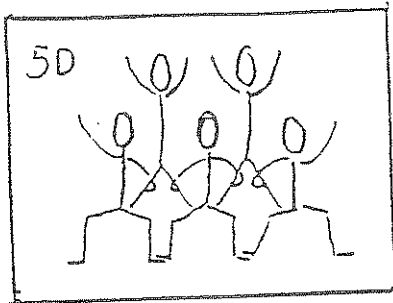
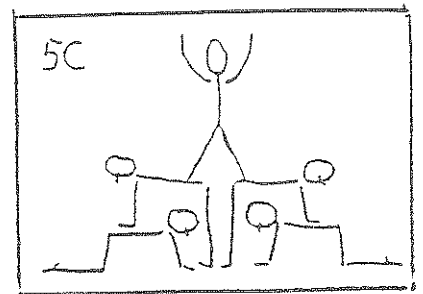
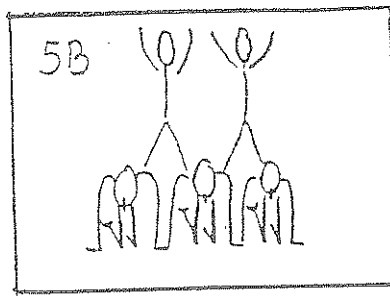
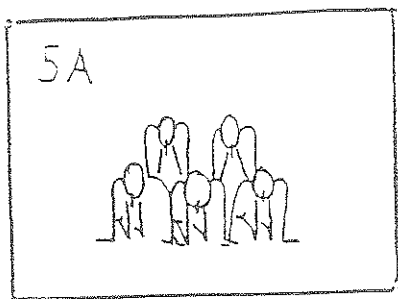
Yello - " The Race "

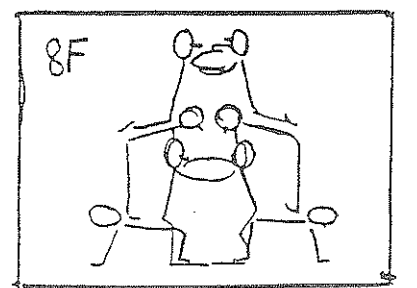
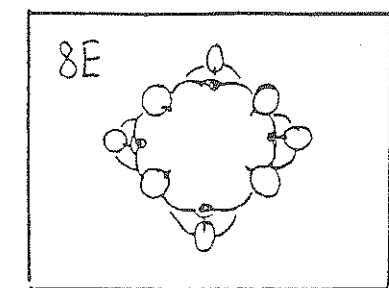
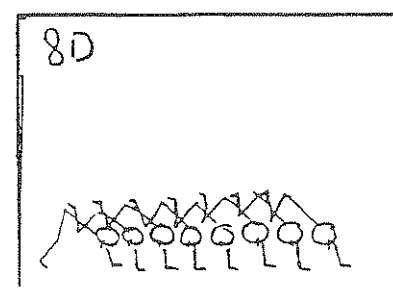
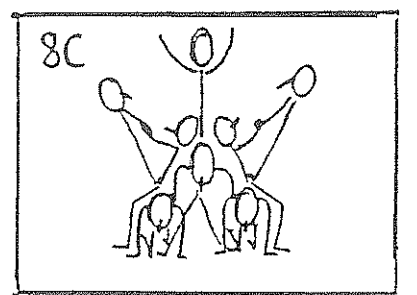
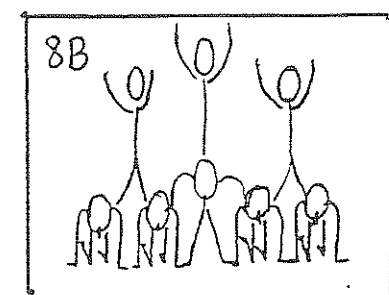
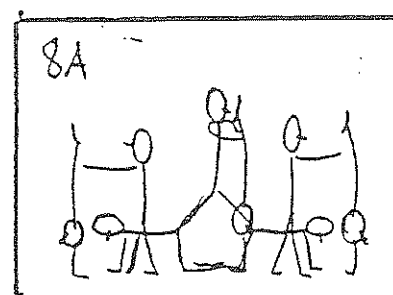
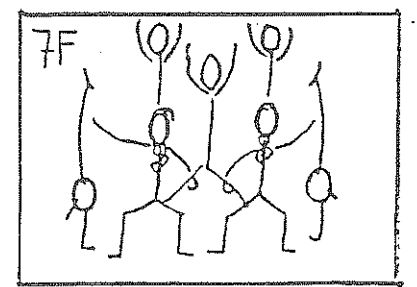
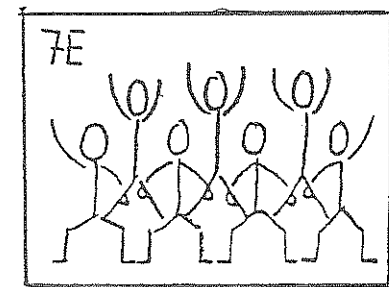
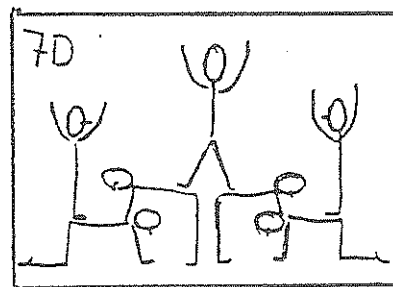
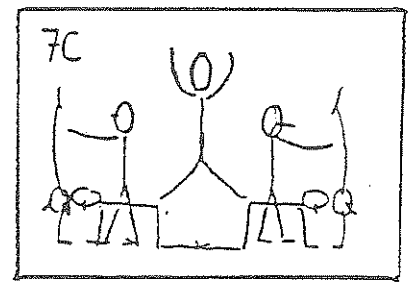
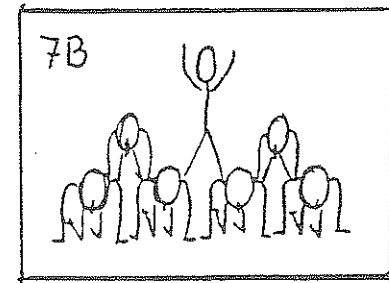
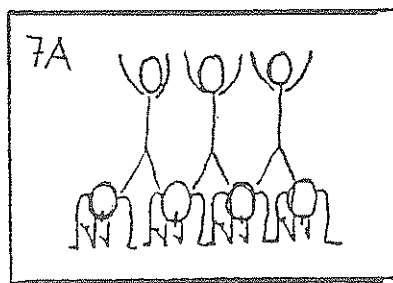
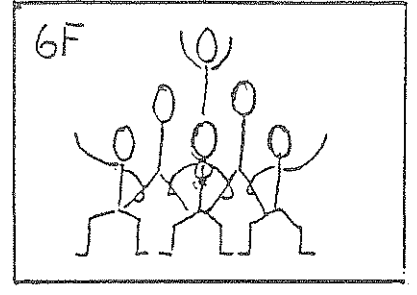
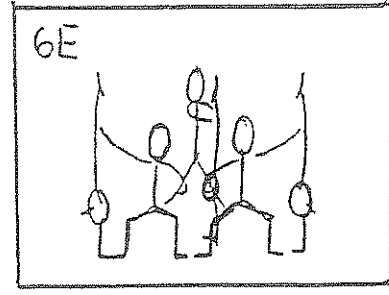
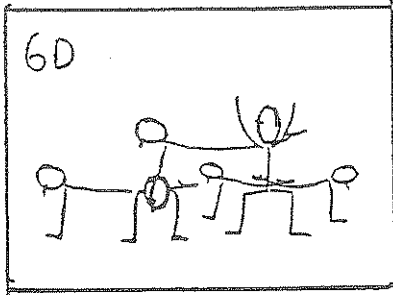
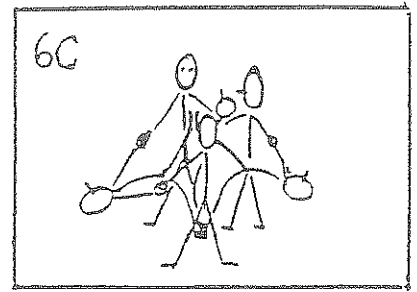
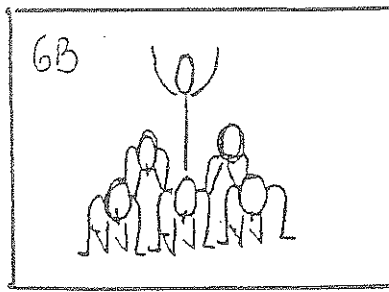
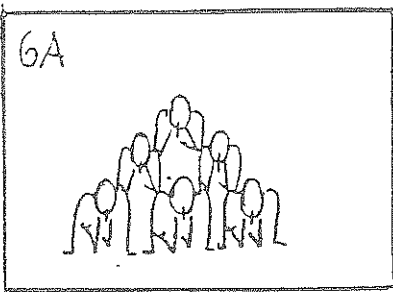
Allan Parson - " Hawkey ".



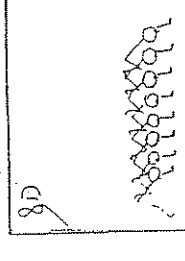
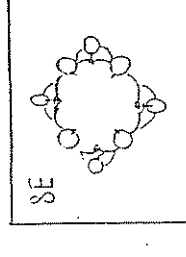
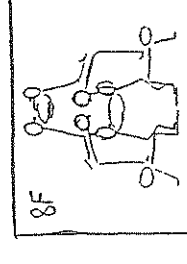
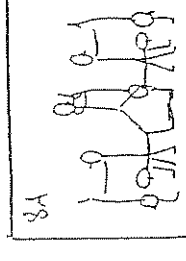
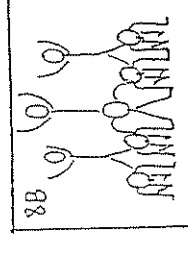
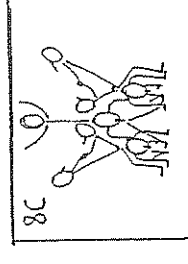
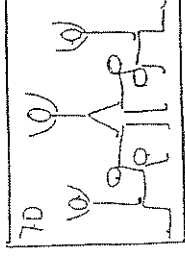
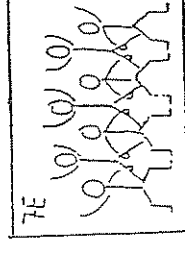
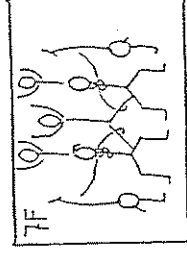
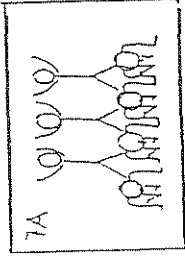
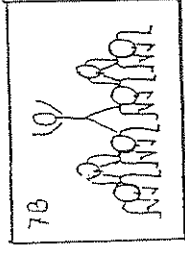
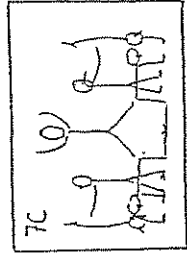
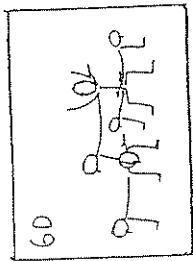
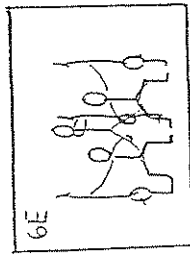
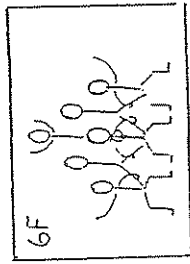
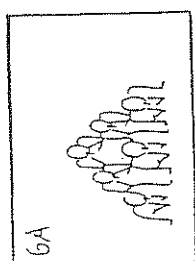
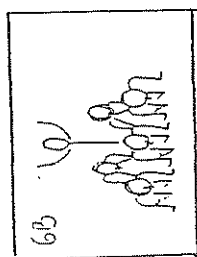
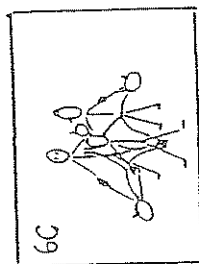


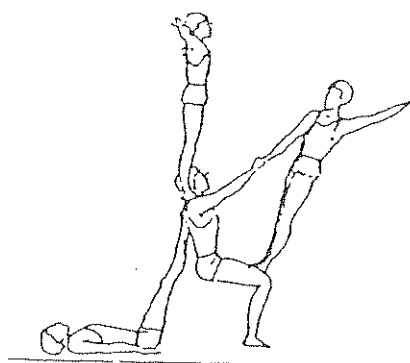
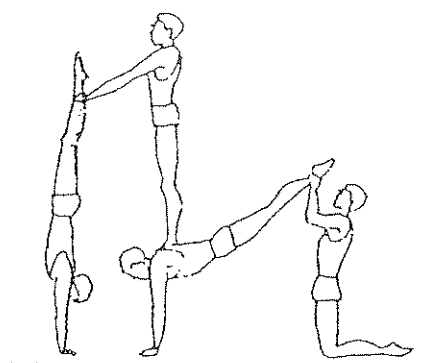
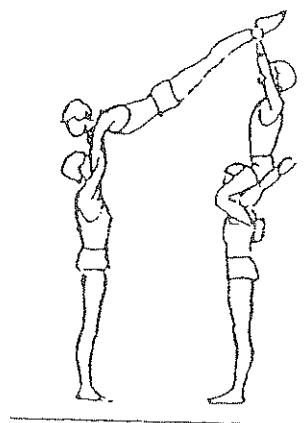
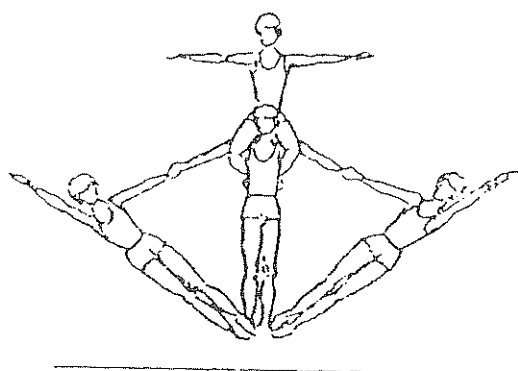
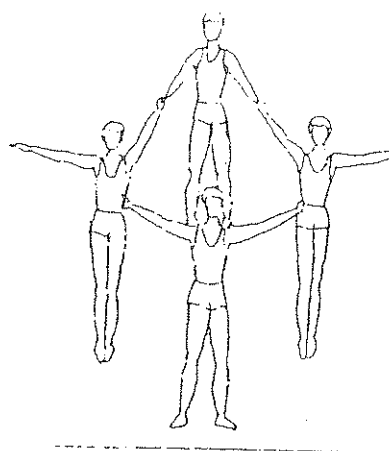
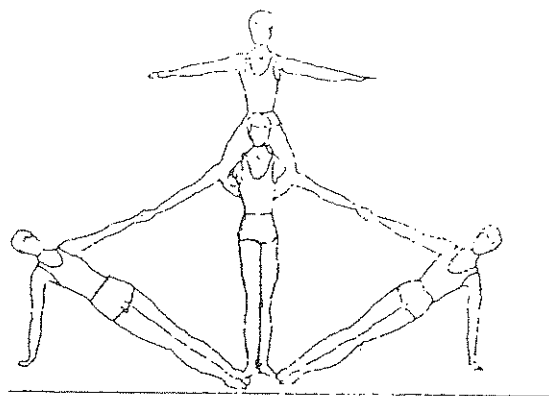


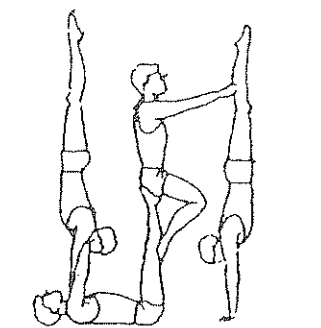
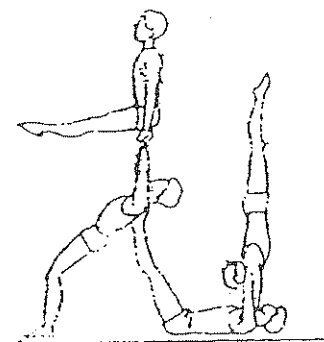
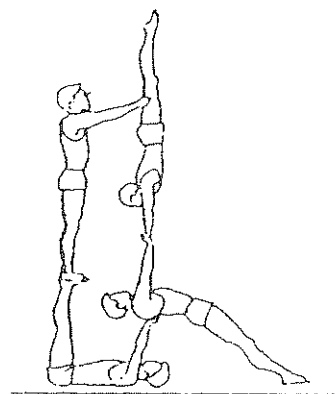
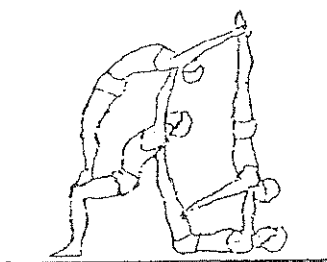
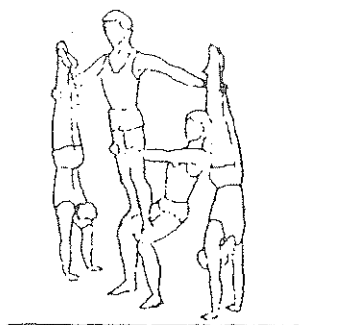
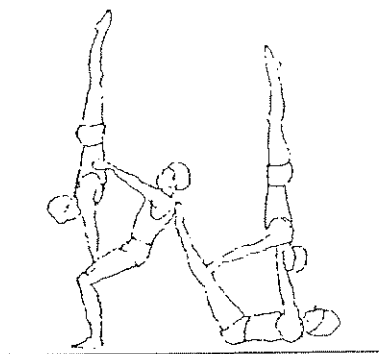




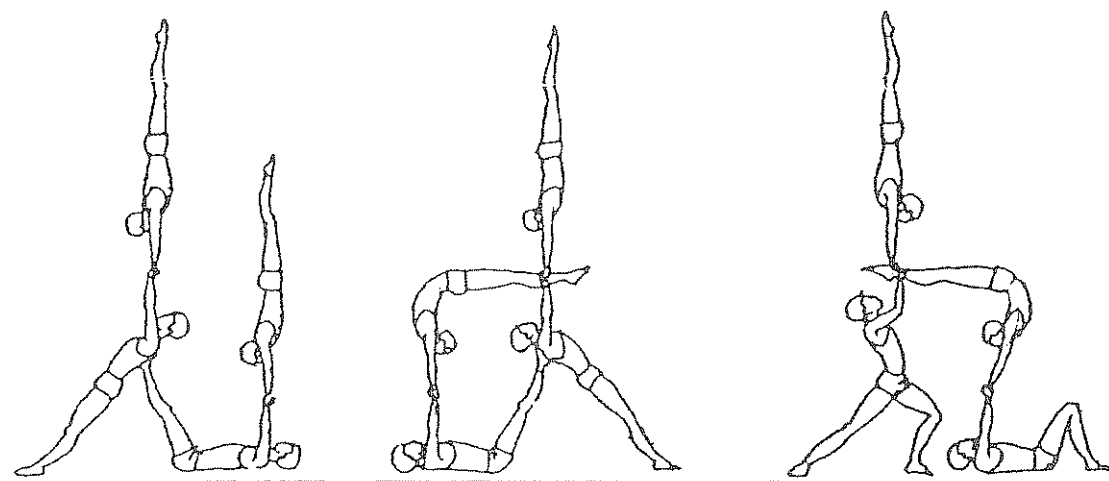
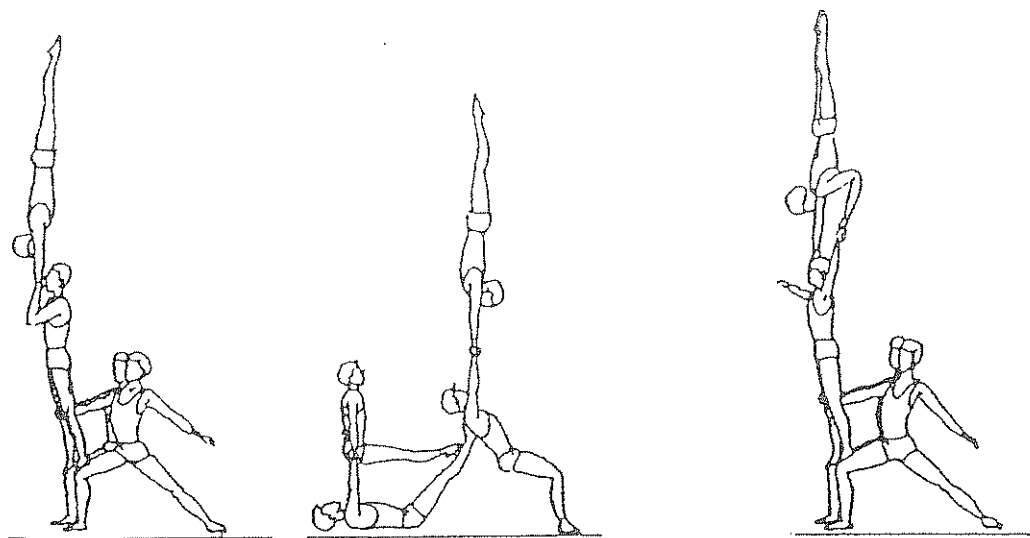
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I	2 + 3	2 + 2 + 2	2 + 3 + 2	3 + 2 + 3
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VI				

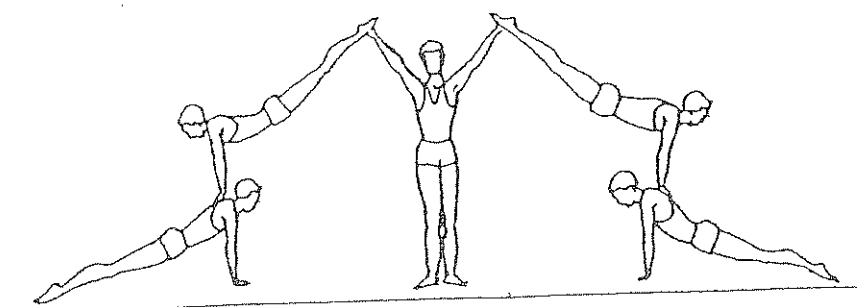
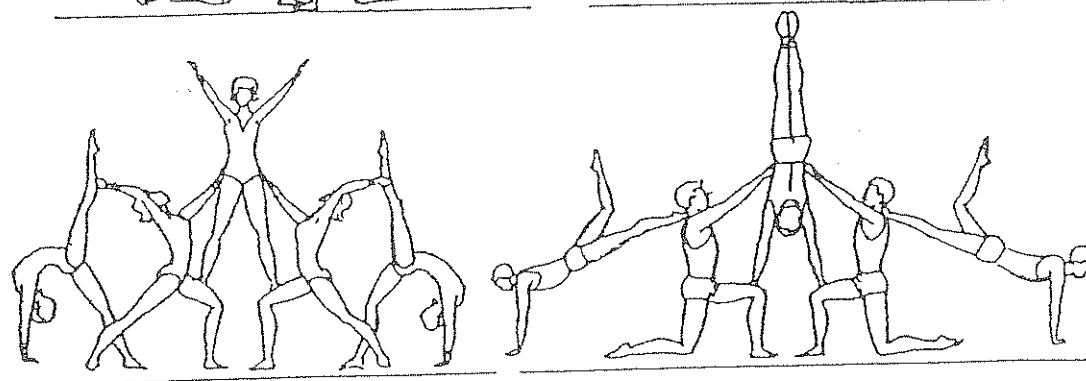
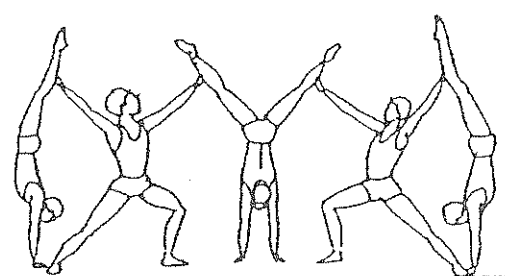
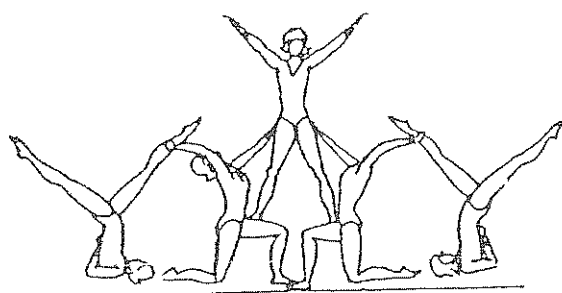
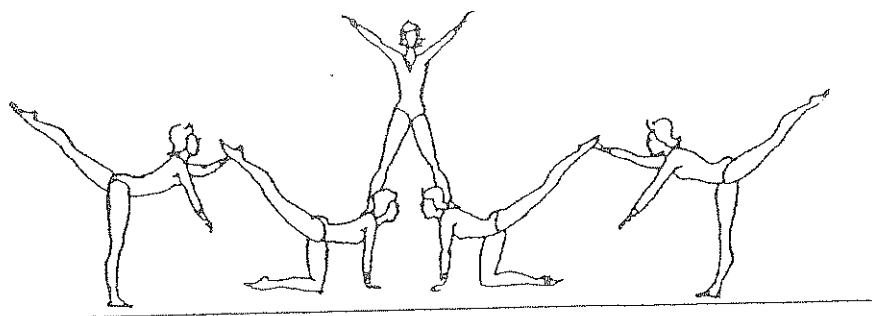






5) BALANCEMOMENTER FOR 5 PERSONER.





8) BALANCEMOMENTER FOR MERE END 8 PERSONER.

