

<p>Learning Outcomes – students will:</p> <ul style="list-style-type: none"> • Develop an understanding of how to facilitate a stimulus discussion in order to gain ideas for a dance piece. • Use imagination, problem-solving and creativity to produce ideas. 	<p>Suggestions:</p> <ul style="list-style-type: none"> • Allow your students to take time over this task; the initial ideas are the driving force for the composition. • Try to film or record some of the ideas that arise within the group discussion to reflect upon later in the process if the students become stuck for inspiration. • Write all answers on a large piece of paper and keep hold of this throughout the whole process.
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Description
<p>A stimulus discussion aims to generate ideas. It allows students to include and consider a wide range of stimuli to input into compositions. Stimuli can be broken down into categories, which can be:</p> <p><i>Movement-based, theme/idea-based, tactile, visual or auditory.</i></p> <p>Choose your initial stimuli and show to, then discuss with your students.</p> <p>Prompt them with questions to think about then respond to.</p> <p>Use the ‘Stimulus Discussion Download’ to inspire relevant questions.</p> <p>It is best to involve all your students in this. If your class is large, divide the group in two, choosing a student scribe for each group, and work as a teacher to inspire both groups. To finish the session, discuss the work of both groups and invite comments on their work.</p> <p>As you will notice in our ‘Stimulus Discussion Film’, the focus is on Liam Scarlett’s <i>Serpent</i> and the use of snake-like imagery within the piece. We show online video clips to initiate discussion and capture responses on flipchart paper that dancers can refer back to later.</p>

Objectives	Teaching Points	Differentiation
<ul style="list-style-type: none"> Explore the process associated with creating and generating movement. Explore the starting point and how to progress that into improvisation. 	<ul style="list-style-type: none"> Encourage a creative and imaginative response to the stimulus. Extract feelings, meanings and moods. Provide example ideas so students know what answers are expected. 	<p>Ask students to create refined titles and label a number of ideas. They can then begin to prepare artistic dance ideas in relation to their written answers.</p> <p>Provide a number of stimuli that relate to the same topic so that students can take influence and may gain different ideas from different sources, e.g. Snake-Video, Pictures, Something to touch, Audio source.</p>

Assessment: What are we looking for?	Things to consider:	Discussion & appreciation:	Resources:
<p>This task wouldn't necessarily be assessed, but the creativity that stems from the stimulus discussion will be so this process is a crucial part of the process.</p>	<ul style="list-style-type: none"> Students may be reluctant to contribute ideas until they are feeling inspired. Keep students involved in the process by prompting them with questions. Students will react to this task in differing ways, providing a variety of stimuli and also holding an interesting discussion is the key to success. The sharing of ideas is an important part of revealing full artistic ideas. By breaking students down into smaller groups. 	<p>The sharing of ideas is an important part of revealing full artistic ideas. By breaking students down into smaller groups.</p>	<ul style="list-style-type: none"> Stimulus Discussion Film Flip chart paper Variety of resource stimuli