

<p><b>Learning Outcomes – students will:</b></p> <ul style="list-style-type: none"> <li>• Be able to demonstrate an understanding of space, levels, directions, pathways and size of movement.</li> <li>• Demonstrate imaginative development of selected or given material through action, space, dynamics and relationships.</li> <li>• Demonstrate an overall sense of performance: focus, projection, musicality, communication, energy, and commitment.</li> </ul>	<p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Students should recap material that they have previously learned.</li> <li>• Try to film or record the progression of your students.</li> </ul>
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**Description**

Support your students step by step as they create a solo.  
Use the instructional download so students can work at their own pace.

1. Take the first three movements from the solo and maximise them to their extremities.  
*Think about:*
  - *levels*
  - *energy levels*
  - *ensuring your whole body is engaged*

○ **Suggested recap. Collectively ask the class to show Movement 1,2,3.**

2. Adapt movements 4 and 5 so they travel in space.  
*Think about:*
  - *taking steps*
  - *leading by different body parts in order to move.*

○ **Suggested recap. Collectively ask the class to show Movement 4,5.**

3. Transferring movement 6 onto the floor.  
*Think about:*
  - *how to transition from standing to the floor*
  - *how to recreate the same position standing but on the floor*
  - *does the movement need to be transferred onto a different body part in order for it to be aesthetic?*

4. Movements 7 and 8, remain the same.

- **Suggested recap. Collectively ask the class to show Movement 6,7,8.**
- If your class is large, maybe pair the students up so that a partner is helping them with the development process and then swap over/ alternatively work with half the class first and allow the other half to watch and appreciate and then swap over.

**Performance and Feedback:** Performing a solo that you have developed yourself can be daunting, so divide the group up and allow them to watch and appreciate others' work as well.

Objectives	Teaching Points	Differentiation
<ul style="list-style-type: none"> <li>● Refine and synthesise ideas.</li> <li>● Generate, select, develop and structure movement material</li> <li>● Understand and explore the elements of dance: action, dynamics, space and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Make sure that students are guided through each step; it's an individual task so ensure that you work with your students or alternatively get them to help each other.</li> <li>● Give pointers to the students whilst they are thinking through each instruction.</li> <li>● Give students enough time to complete this task, allowing them to be as creative as possible.</li> <li>● You can tailor this task to suit your students; you might wish to focus on other dance elements. If so, use this as a template and implement your own choreographic choices.</li> </ul>	<p><b>UP:</b> Apply a different instruction to each movement, which will introduce additional layers within each piece.</p> <p><b>DOWN:</b> Break down the instructions into smaller chunks and build upon these first, building the phrase over time.</p>

<b>Assessment:</b> <b>What are we looking for?</b>	<b>Things to consider:</b>	<b>Discussion &amp; appreciation:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>• Confidence in performing your own adapted material.</li> <li>• Movement memory – there are two versions of slightly differing solos.</li> <li>• The level of creative response to a set task.</li> <li>• Perform a set movement phrase adhering to technique and key teaching tips.</li> </ul>	<ul style="list-style-type: none"> <li>• Students feeling self-conscious when carrying out the task; making new material can be daunting, so ensure that students have enough time to complete the task to their potential.</li> <li>• Highlight that whatever the student creates is valid, there is no right or wrong as this is an exploration of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to help each other through the process.</li> <li>• Invite students to watch each other’s work and offer constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• (Optional) Instruction download sheet.</li> <li>• ‘Developing Solo 1 into Solo 2’ film.</li> <li>• Access to laptop, projector and internet.</li> <li>• Suitable space to carry out movement (studio, hall, gym).</li> </ul>

SMSC:	Cross- Curricular Links:	Inclusion:	Risk Assessment:
<ul style="list-style-type: none"> <li>• Allowing students reflection time allows them to build a positive mind-set, and promotes progression.</li> <li>• Dancers reflect on the performance and progression of themselves and others, developing a sense of empathy and respect for other people’s feelings, thoughts and beliefs.</li> <li>• Students learn a lot about themselves through the medium of dance, as it allows them to demonstrate emotion.</li> <li>• Students are interacting with peers whilst developing their duet.</li> </ul>	<p><b>Maths:</b> problem solving, sequencing and patterns</p> <p><b>Cross-curricular:</b> the ability to follow and adhere to instructions</p> <p><b>English:</b> verbal communication and written if keeping a log of the process</p> <p><b>Drama/performing arts:</b> self-expression and creativity</p>	<ul style="list-style-type: none"> <li>• All tasks are easily adaptable to suit everyone’s needs.</li> <li>• Introduce and conclude classes with the learning outcomes provided.</li> <li>• Allow students to ask questions throughout the process.</li> <li>• Open up opportunities for students to feedback to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the space is clear, with equipment to the side of the room.</li> <li>• If your class is large, break it down into smaller groups to avoid accidents.</li> <li>• Ensure your students have had a thorough warmup before beginning any movement.</li> </ul>