

Learning Outcomes – students will:

- Show successful integration of movement motifs, demonstrating a clear and logical structure.
- Develop partnership working
- Show sensitivity within dance relationships; in time and space and in group formations.

Suggestions:

- Students should recap any previous material they have created.
- Try to film the progression of your students.

Description

- Students should pair up and label themselves A and B. This task is instructional and a demonstration of how to develop two separate solos into a duet.

Instruction One: Perform the 1st movement of your solo at the same time.

Instruction Two: Before you do your second movement, person A shifts person B forward in space.

Instruction Three: Perform your 2nd movement at the same time.

- ***Suggested Recap***

Instruction Four: Person B lifts Person A so they are facing a different direction.

Instruction Five: Person A, learn Person B's 3rd movement performing this in unison// Person A you will perform this 3 times, B join in on the third time.

- ***Suggested Recap***

Instruction Six: Person A falls backwards, allowing Person B to catch you.

Instruction Seven: Perform the fourth movement of your solos at the same time.

Instruction Eight: Elevate the 5th movement from your solos.

Instruction Nine: Person B learns Person A's 6th movement and both perform in unison.

Instruction Ten: Both perform your 7th movement; find a point of contact.

Instruction Eleven: To finish, both perform your 8th movement in slow motion.

Performance and feedback, you could also try these duets to music and see how this changes the dynamic.

Objectives	Teaching Points	Differentiation
<ul style="list-style-type: none"> • Explore the elements of dance, action, dynamics, space and relationships • Explore the range of choreographic devices. • Use of imagination, problem solving, creativity and synthesis of ideas. • To create an aesthetic duet from previous solo material by applying choreographic tools and techniques. • Develop movement phrases demonstrating structuring and the use of choreographic devices appropriate to the dance idea. 	<ul style="list-style-type: none"> • Let students work at their own pace. • Monitor students' progression. • Allow students to have their own creative reign over the material. Remember this is just an example of how BalletBoyz decided to make their piece; there are many different outcomes. • Break down the process and allow students time to find their best outcome. 	<p>UP: You could further develop each instruction to make a longer dance piece. Think about attaching a theme to extend the piece and tailor additional instructions to match.</p> <p>UP: Repeat chosen instructions and vary their input and output. For example: Instruction 4: B lifts A, then A lifts B, so it becomes a sequences of lifts to face differing directions; be creative and input a completely different lift.</p> <p>DOWN: Complete the first five instructions and repeat the sequence of instructions 1-5, but facing a different direction or altering the dynamic quality of the second performance.</p>

Assessment: What are we looking for?	Things to consider:	Discussion & appreciation:	Resources:
<ul style="list-style-type: none"> • Perform phrasing with clarity, a sense of confidence and understanding to improve physical performance. • Evaluate work in relation to progression, making reference to the artistic stimulus. 	<ul style="list-style-type: none"> • Students may find it hard to creatively respond to set instructions so allow time to adapt if necessary. • This may be best suited as an independent task for the duet to work at their own speed, meaning it is a great opportunity to give peer feedback. • When inserting the additional content, e.g. Instructions 2&4, students will need time to explore and create ideas; watch BalletBoyz rep to stimulate ideas. 	<ul style="list-style-type: none"> • Break down the process and allow students to gain feedback from peers as the piece progresses. • When the pieces are complete, ask students to feedback to the class, and also give peer feedback on the performances. Sometimes an insight into how a piece was made can benefit others. • State two positives and one area for improvement. Allow time for the feedback to be acted upon. 	<ul style="list-style-type: none"> • Film: 'Developing Solo 2 into a Duet' • Download of Instruction Sheet for students to annotate. • Suitable space to carry out movement (studio, hall, gym).

SMSC:	Cross- Curricular Links:	Inclusion:	Risk Assessment:
<ul style="list-style-type: none"> • The nature of dance allows students to be creative and use their imagination by creating their own choreography. This can be personally informed by attaching a personal theme. • Dancers reflect on the performance and progress of themselves and others, developing a sense of empathy and respect for other people’s feelings, thoughts and beliefs. • Students are interacting with peers whilst developing their duet. 	<p>Maths: problem-solving, sequencing and patterns.</p> <p>Cross-curricular: the ability to follow and adhere to instructions.</p> <p>English: verbal communication and writing, if keeping a log of the process.</p> <p>Drama/performing arts: self-expression and creativity.</p>	<ul style="list-style-type: none"> • All tasks are easily adaptable to suit everyone’s needs. • Introduce and conclude classes with the learning outcomes provided. • Allow students to ask questions throughout the process. • Open up opportunities for students to feedback to each other. 	<ul style="list-style-type: none"> • Ensure the space is clear, with equipment to the side of the room. • If your class is large, break it down into smaller groups to avoid accidents. • Ensure your students have had a thorough warmup before beginning any movement.