

Learning Outcomes – students will:

- Demonstrate sensitive interpretation of dynamic qualities, including speed, energy, time, flow and continuity.
- Demonstrate understanding of how choreographic devices structure choreography, through refining material and structure.
- Build relationships in space with a partner.

Suggestions:

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

Description

- **Re-cap solo 1 and solo 2 material.** We work with Brad and Harry’s process for the purpose of this film.

Instructions:

1. Person A enters downstage left and performs solo 1 slowly.
Person B enters upstage right and walks towards person A when they are half way through their solo.
2. Person A and Person B follow each other in a snake like pathway to the middle of the stage, slightly off-centre.
3. Person B will begin solo 2.
Person A continues to travel in a snake like pathway using various levels to finish upstage right.

Suggested Recap

4. Person A performs solo 1 and solo 2 combined – one followed by the other.
Person B faces the back and performs solo 1 twice at a fast speed.
5. Person A and Person B perform Person A’s solo 2 facing forward in Unison.
6. Both perform the duet.
7. Both exit the stage in differing directions.

- Performance and feedback – allow peers to watch performances.

Optional set of second instructions that can be used in conjunction with or separately from the first set:

1. Exit the space

2. Person A enters upstage-right, facing back, performs solo 1 slowly.
Person B will enter half-way through Person A’s solo and start solo 2 upstage-left.
3. Person A and Person B will travel in a snake-like pathway on a diagonal, travelling downstage
4. Person A will perform solo 1 followed by solo 2.
Person B observe.
5. Perform last three movements of Person B’s solo 2 in unison.

Suggested Recap

6. Perform duet.
 7. Person B, solo one in slow motion.
Person A, observe waking back in the space slowly and exit
- Performance and Feedback.

Objectives	Teaching Points	Differentiation
<ul style="list-style-type: none"> • Demonstrate sensitivity to other dancers in a range of dance relationships. • Develop material demonstrating structuring and use of choreographic devices and principles appropriate to the dancers and dance ideas. • Demonstrate an understanding of the overall performance, in terms of focus, projection, and musicality. 	<ul style="list-style-type: none"> • Let the students work at their own pace. • Monitor students’ progression. • Allow students to have their own creative reign over the material. Remember this is just the way that 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: Allow students to plan their own instructions as developments of BalletBoyz ideas.</p> <p>UP: Extend the piece by repeating and re-structuring the material as the students choose.</p> <p>DOWN: Break the instructions down into more manageable chunks. Work with a few instructions at a time to find the best creative output.</p>

Assessment: What are we looking for?	Things to consider:	Discussion & appreciation:	Resources:
<ul style="list-style-type: none"> • Perform with confidence and strong understanding of physical capacity. • Demonstrate imaginative development and creativity of selected material. • Demonstrate successful integration and linking of movement motifs to demonstrate a clear and logical structure. • Demonstrate the ability to use appropriate dance terminology. 	<ul style="list-style-type: none"> • Students may feel conscious with creativity, so encourage creative output but allow them to follow the exact instructions if appropriate. • There is a lot of material to consider, so spread this lesson across a decent amount of time to allow for the best output. 	<ul style="list-style-type: none"> • Demonstrate the ability to reflect on their own performance and choreographic work and comment on the work of their peers, showing their knowledge. • Allow students to give peer feedback and work together to form their material. 	<ul style="list-style-type: none"> • ‘Structuring a Duet’ film • ‘Instruction Sheet’ download

SMSC:	Cross- Curricular Links:	Inclusion:	Risk Assessment:
<ul style="list-style-type: none"> • Giving students time to reflect upon their own work allows them to build a positive mind-set, and promotes progression. • 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 learn a lot about themselves through the medium of dance, as it allows them to demonstrate emotion. 	<p>Maths: problem solving, sequencing and patterns</p> <p>Cross-curricular: the ability to follow and adhere to instruction</p> <p>English: verbal communication and written 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 give 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.