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| Group Development | Recommended age: 14+ years | Learning Outcomes: Students will- * Demonstrate a strong understanding of spatial and contact relationships.
* Demonstrate movement development through creating imaginative dances for solo and group work.
 | Suggestions: - * Recap any material that has previously been created.
* Film students’ progression so that work reflection can take place.
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| Description: |
| This film offers an example of how to develop two duets into a group piece. This is mainly for the facilitator to watch but could be beneficial for the students to observe as a whole film to get a sense of process and development. It is also useful for students that have opted to create a group piece for their choreography assessment.Instructions that the BalletBoyz followed: * Instruction 1: B starts downstage right performing solo 1. When finished stand to face the back.
* Instruction2: A and D walk in to the space staying upstage, facing forward. Person D performs solo 1 and Person A Performs solo 2.
* Instruction 3: D exits, A travels towards B to perform the contact duet- hold the final position.
* Instruction 4: A and D enter the space shifting B and C so they are facing a new direction.
* Instruction 5: All four dancers perform D’s solo 2 movement phrase in unison.
* Instruction 6: A and D perform contact duet whilst B and C snake through and exit the stage.
* Instruction &: A stays on stage to perform solo 2, D exits.

Performance and Feedback.  |
| Objectives | Teaching points | Differentiation |
| * Demonstrate successful integration and linking of movement motifs to refine a logical structure.
* Develop a more in depth understanding of choreographic devices (motif development, repetition, contrast, transitioning, unison, canon)
* Refine and synthesise ideas as a group.
* Implement a range of expressive skills into a performance, such as use of focus, spatial awareness, musicality, facial expression, interpretation and communication of mood and meaning.
 | * This video is a demonstration of how to put together a group piece. Created using two differing solos and two differing duets. It is sometimes easier to label students.
* The same idea could be applied to a whole group performance, by simply applying each instruction to a larger number of pupils.
* By inputting various choreographic devices, a piece can change dramatically. Take some ideas from the BalletBoyz way of group development and direct your students with varying ideas as you go. Alternatively, divide your group in half and give students the chance to direct half their group and then swap i.e. Each student inputs a creative decision for the other group to incorporate in their piece, but as the piece unfolds.
 | 🡹 You could allow your students to create their own set of instructions, based on what they have learnt in regards to choreographic techniques. 🡹 Allow your students to direct each other, work on this together live instead of pre-planning it. This will allow them and you to see what works and what doesn’t. Almost like you are giving commands and the performers follow - change dancers, positioning, facing, how the piece is performed- just a few examples of how the piece can be altered. 🡻 Stick to smaller groups and to begin with follow the BalletBoyz instructions, when creative confidence is gained, make 2-3 instructions of their own. |

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| Assessment: What are we looking for?  | Things to consider:  | Discussion and appreciation:  | Resources:  |
| * Explore and complete the whole process and what is involved when creating a dance- reflecting upon these stages: research, improvise, explore, develop, structure and refine.
* Focus on motif development exploring a range of choreographic devices.
 | * If students are all being directed it is hard for them to also contribute to the final output as they are not able to see how the piece looks. Maybe collectively draft ideas before the process begins, or alternatively allow some students to direct the process.
* Compiling many different dances that the students have created may get confusing, ensure that material is always recapped and before this process begins, make sure all students are confident with everything they have created.
 | * Allow students to work through this whole process together and build the piece as a class. This means that students can learn from each other and learn together- sharing ideas.
* When different ideas are trialled, it is vital to discuss what works and what doesn’t and why students may think that is.
 | * Group Development film.
* Instructional download.
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| SMSC: | Cross-curricular links | Inclusion | Risk Assessment |
| * Spiritual Development: Many stimuli encourage an emotionally informed response, further encouraging students to express themselves.
* Moral Development: Students are required to communicate in groups meaning that they gain an understanding of how their actions influence others.
 | * Maths: problem solving, sequencing and patterns
* Pan subject: the ability to follow and adhere to instruction
* English: verbal communication and written if keeping a log of the process
* Drama/performing arts: self-expression and creativity
 | * 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.
 | * Ensure the space is clear, with equipment to the side of the room.
* If your class is big, break it down into smaller groups to avoid accidents.
* Ensure your students have had a thorough warm- up before partaking in any movement.
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