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| Developing Solo 2 into a Dynamic Duet | Recommended age: 14+ years | 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 our 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 1: Perform the 1st movement of your solo at the same time.  Instruction 2: Before you do your second movement, person A shifts person B forward in space.  Instruction 3: Perform your 2nd movement at the same time.  Instruction 4: Person B lift Person A so they are facing a different direction.  Instruction 5: 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.  Instruction 6: Person A fall backwards allowing Person B to catch you.  Instruction 7: Perform the fourth movement of your solos at the same time.  Instruction 8: Elevate the 5th movement from your solos.  Instruction 9: Person B learn Person A’s 6th movement and perform in unison.  Instruction 10: Both perform your 7th movement, find a point of contact.  Instruction 11: To finish both perform your 8th movement in slow motion.   * Recap previous instructions throughout * Performance and feedback - you could also try these duets to different pieces of music and see how this might change the dynamic of the choreography. | | | | | |
| Objectives | | | Teaching points | Differentiation | |
| * Explore the elements of dance, action, dynamics, space and relationships * Explore the range of choreographic devices. * The 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. | | | * Let the students work at their own pace. * Monitor the student’s progression. * Allow the 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. * Breakdown the process and allow students time to find their best outcome. | 🡹 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.  🡹 Repeat chosen instructions and vary their input and output. For example: Instruction 4: B lifts A, then in succession A lift B, so it becomes a sequence of lifts to face differing directions- be creative and input a completely different lift.  🡻 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. | |

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| Assessment: What are we looking for? | Things to consider: | Discussion and appreciation: | Resources: |
| * 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. | * 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’s a great opportunity to peer feedback. * When inserting the additional content, e.g. Instruction 2&4, the students will need time to explore and create ideas; watch BalletBoyz rep to stimulate ideas. | * 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 positive and one improvement. Allow time for the feedback to be acted upon. | * Developing solo 2 into a duet- film. * Additional print out of Instructions for students to annotate. * Suitable space to carry out movement (studio, hall, gym). |
| SMSC: | Cross-curricular links | Inclusion | Risk Assessment |
| * Dance allows students to be creative and use their imagination by creating their own choreography. This can be made 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 others’ thoughts and beliefs. * Peer interaction whilst developing their duet. | * 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. |