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| Development of Solo 1 into Solo 2. | Recommended age: 14+ years | Learning Outcomes: Students will-   * Be able to demonstrate an understanding of space, levels, directions, pathways and size of movement. * Demonstrate imaginative development of selected or given material through action, space, dynamics and relationships. * Demonstrate an overall sense of performance: focus, projection, musicality, communication, energy, and commitment. | | | | Suggestions: -   * Students should recap material that they have previously learnt. * Try to film or record the progression of your students. |
| Description: | | | | | | |
| Work with your students step by step to help them create a solo. Please see the instructional download so that 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 * Ensure your whole body is engaged  1. Adapt movements 4 and 5 so they travel in space. Think about:  * Taking steps * Leading by different body parts in order to move.  1. Transferring movement 6 onto the floor. Think about:  * how will they transition from standing to the floor, * how can they recreate the same position standing but on the floor * do they need to transfer the movement onto a different body part in order for it to be aesthetic?  1. Movement 7and 8, remain the same. If your class is big, 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, divide the group up and allow them to watch and appreciate others work too. | | | | | | |
| Objectives | | | Teaching points | | Differentiation | |
| * Refine and synthesis ideas. * Generate, select, develop and structure movement material * Understand and explore the elements of dance: action, dynamics, space and relationships. | | | * Make sure that the 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. * Give pointers to the students whilst they are thinking though each instruction. * Give students enough time to complete this task allowing them to be as creative as possible. * 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. | | 🡹 Apply a different instruction to each movement, which will introduce additional layers within each piece.  🡻 Break down the instructions into smaller chunks and build upon these first, building the phrase over time. | |
| Assessment: What are we looking for? | | | Things to consider: | Discussion and appreciation: | Resources: | |
| * Confidence in performing their own adapted material. * Movement memory as they have two versions of slightly differing solos. * The level of creative response to a set task. * Perform a set movement phrase adhering to technique and key teaching tips. | | | * Students feeling self-conscious when carrying out the task; making new material can be daunting. * Highlight that whatever the student creates is valid, there is no right or wrong and it’s an exploration of movement. | * Allow students to help each other through the process. * Invite students to watch each other’s work and offer constructive feedback. | * Optional- Instruction download. * Development solo 1 into solo 2 film. * Access to laptop/projector and internet. * Suitable space to carry out movement (studio, hall, gym). | |
| SMSC: | | | Cross-curricular links | Inclusion | Risk Assessment | |
| * Allowing students reflection time allows them to build a positive mindset and promotes progression. * 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. * Students are interacting with peers whilst developing their duet. | | | * Maths: problem solving, sequencing and patterns * 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 learning outcomes. * Allow students to ask questions throughout the process. | * Ensure the space is clear, with equipment to the side of the room, breaking into smaller groups if necessary. * Ensure your students have had a thorough warm- up before partaking in any movement. | |