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| Stimulus discussion | Recommended age: 14+ years | Learning Outcomes: Students will-   * Develop an understanding of how to facilitate a stimulus discussion in order to gain ideas for a dance piece. * Students will use imagination, problem solving and creativity to produce ideas. | | Suggestions: -   * Allow your students to take time over this task; the initial ideas are the driving force for the composition. * Try to film or record some of the ideas that arise within the group discussion to reflect upon later in the process if the students become stuck for inspiration. * Write all answers on a large piece of paper and keep hold of this throughout the whole process. | |
| Description: | | | | | |
| A stimulus discussion aims to generate ideas. It allows students to include and consider a wide range of stimuli to input into compositions. Stimuli can be broken down into categories which can be: *Movement based, Theme/idea based, Tactile, Visual and Auditory.*   * Choose your initial stimuli and show to, then discuss with your students. * Prompt them with questions to think about then respond to. * Take a look at the Stimulus discussion download to inspire relevant prompt questions. * It’s best to get all your students involved in this. If your class is large divide the group in two, choosing a student to scribe for each group, and as a teacher inspire both groups. To finish the session, discuss the works of both groups and invite comments on their work. * As you’ll notice in our Stimulus discussion film, the focus is on Liam Scarlett’s *Serpent* and the use of snake like imagery within the piece. We show YouTube clips to initiate discussion and capture responses on flip chart paper that the dancers can refer back to later. | | | | | |
| Objectives | | | Teaching points | | Differentiation |
| * Explore the process associated with creating and generating movement. * Explore the starting point and how to progress that into improvisation. | | | * Encourage a creative and imaginative response to the stimulus. * Extract feelings, meanings and moods. * Provide example ideas so students know what answers are expected. | | Get the students to create refined titles and label a number of ideas. Ask students to begin to prepare artistic dance ideas in relation to their written answers.  Provide a number of stimuli that relate to the same topic so that students can take influence and may gain different ideas from different sources. E.g. Snake- Video, Pictures, Something to touch, Audio source. |

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| Assessment: What are we looking for? | Things to consider: | Discussion and appreciation: | Resources: |
| This task wouldn’t necessarily be assessed, but the creativity that stems from the stimulus discussion will be so this process is a crucial part of the process. | * Students may be reluctant to contribute ideas until they are feeling inspired. Keep students involved in the process by prompting them with questions. * Students will react to this task in differing ways, providing a variety of stimuli and also holding an interesting discussion is the key to success. | The sharing of ideas is an important part of revealing full artistic ideas.  By breaking students down into smaller groups. | * Stimulus Discussion Film * Flip chart paper * Variety of resource stimuli |
| 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. | * English- use discussion in order to learn; they should be able to elaborate and articulate their understanding and ideas (dance appreciation) * English- students are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate. (dance appreciation) * Art - students should be taught to develop their creativity and ideas and increase proficiency in their execution. | * Ensure all students are able to contribute if they wish to. * Allocate students roles within the group so that the discussion flows. * Provide a list of prompt questions for the lead of each group so they can move the discussion forward. * Allocate a scribe. | * 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. |