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| Structuring a duet: (Brad & Harry’s process) | Recommended age: 14+ years | 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 our students.
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| 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 enter upstage right and walk 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.
4. Person A, perform solo 1 and solo 2 combined - one followed by the other. Person B, will face the back and perform solo 1 twice through at a fast speed.
5. Person A and Person B, perform Person A’s solo 2 facing forward in Unison.
6. Perform Duet.
7. 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 perform solos 1 slowlyPerson 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. 1. Perform last three movements of Person B’s solo 2 in unison.
2. Perform duet
3. Person B, solo one in slow motion

Person A, observe waking back in the space slowly and exit * Performance and Feedback.
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| Objectives | Teaching points | Differentiation |
| * 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 idea.
* Demonstrate an understanding of the overall performance: focus, projection, and musicality.
 | * 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 a way that BalletBoyz decided to make their piece, there are many different outcomes.
* Break down the process and allow students to find time to find their best outcome.
 | 🡹 Allow the students to plan their own instructions as developments of BalletBoyz ideas. 🡹 Extend the piece by repeating and re-structuring the material as the students choose. 🡻 Break the instructions down into more manageable chunks. Work with a few instructions at a time to find the best creative output.  |

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| Assessment: What are we looking for?  | Things to consider:  | Discussion and appreciation:  | Resources:  |
| * 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.
 | * 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.
 | * 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 peer feedback and work together to form their material.
 | * Structuring a duet film
* Instructional download
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| SMSC: | Cross-curricular links | Inclusion | Risk Assessment |
| * Allowing students reflection time 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 others’ feelings, thoughts and beliefs.
* Students learn a lot about themselves through the medium of dance, as it allows them to demonstrate emotion.
 | * 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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