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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. |
| 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 slowly Person 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. | | | | | |
| 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 |
| 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. |