

Overdrive Practical Lesson 1

Resources: Audio 2 and Resource Sheet 2

Lesson Objective: To develop an understanding of accompaniment and how to select an appropriate complementary and contrasting dynamic range within a phrase.

Starter Activity: Start by clapping a rhythm; invite the class to clap the rhythm together. Try to include syncopated rhythms (&1,2,3,4&5). Once understood, ask the students to move around the space in time to the rhythm and then try to accent the syncopated rhythm eg &1 and &5 (for instance with a jump or a release and throw of the arm). Encourage the use of different body parts.

Remembering this, start clapping a different rhythm, for example: 1&2&3 wait 4. Ask the students to work with this rhythm but without travelling this time. For example, they may extend their leg on count one and then look up and to the left on 'and two', swirling the right arm 'and three' etc. Now they have two rhythms that can be joined together.

Reciprocal task: Invite half of the class to clap the two rhythms and the other half to perform their phrases in direct correlation. Ask the students to comment on the accuracy of their observations.

Main Lesson: Using *Resource Sheet 2*, ask the students to select five images. Students are now to replicate the images looking at the focus, coordination and shape.

Next, ask the students to find a quick way into the shape, thinking about where the movement could have started. This could be a stand into a simple lunge or a change of staging or moving multiple body parts for the more able students.

Play *Audio 2* and ask students to listen to the highlights in the music*. Ask the students to execute the shapes on each of the accents within the accompaniment. In between they should move slowly in preparation for their next shape.

Reciprocal learning: Pupils could watch each other and suggest ways in which the dynamics could be improved eg. greater force, sharper, more direct. In pairs the students can now teach their material from the lesson to their partner, so together they have one longer phrase. Ask the students to experiment with speed so that the phrases now begin to appear more fluid.

Extension Task: Film two pairs' improvisation; ask both pairs to stay in close proximity to each other.

*Further detail in Theory Lesson 2