

## Overdrive Practical Lesson 3

**Resources:** Clip 9, Clip 10 and Resource Sheet 6

**Lesson Objective:** To understand the way in which solo choreography can be manipulated and developed using motif and development and to learn about performance in a duo, with emphasis on time and space.

**Starter Activity:** Watch *Clip 9*. On the second viewing, ask the students to circle appropriate answers within the bubble charts on *Resource Sheet 6*. Please note all the actions are correct. Write the answers on the board.

Lead a basic warm up including: tilts, jumps, arms brushing over around and across the body, progressing onto low level turns and travelling leaps from the corner. Emphasis should be placed on where the focus is, often following the line of the body led with an elbow or arm.

**Main Lesson:** Teach the *Clip 9* phrase (using *Film 10* for additional tutorial material), varying the material if necessary for less able students.

Once students have mastered this phrase, revisit the words written on the board. Ask the students to identify how they could manipulate the material by changing the directions, order and speed of the movements. Less able students may choose just one at first. The students now all have an original and a developed phrase.

In pairs the students can present their duets. Ask each pair to perform the solo phrase together and then into their developed solo phrase. The students could film each other and then use the material for analysis in future theory lessons.

**Plenary:** Add more key words to the board to identify ways in which they interpreted the challenge of changing the direction and speed (eg. slow, sustained, stage left to stage right, closer, far apart etc).

Extension Task: Students could watch the tutorial footage and further experiment with symmetry and asymmetry within the body, looking and experimenting with shapes along different planes of the body.