

## Overdrive Theory Lesson 3

**Resources:** Clip 7, Clip 8 and Resource Sheet 5

**Lesson Objective:** To understand the use of entrances and exits in *Overdrive* and comment on the ways in which groups of dancers use the space, implementing appropriate stage directions.

**Starter Activity:** Looking at the dance space ask the students to visualise the first letter of their name as a capital letter. Students should stand at the side of the space where they will walk out the pathway of their initial. Have them look around, see who they are coming on with and if they are leaving the space with someone different. Try with a maximum of ten people in the space at one time, bigger groups can observe.

*Post-activity questions: How many people entered from the same area within the space? Can you give the stage direction that you entered and exited from? What happened during the journey? Did you make eye contact or have a moment of interaction with a different person?*

**Main Lesson:** Introduce the idea of entrances and exits in dance using the stage direction guide on *Resource Sheet 5*.

How does a stage provide entrances and exits and how are they used? (To create changes of mood, scene, to be integrated as part of the set or 'wings', to shield the dancers from being seen by the audience).

Richard Alston uses entrances and exits in a very interesting way. Watch *Clip 7* at least twice and encourage your students to look at how the dancers enter and exit the space. Discuss the variety of movement that is used (walking, running etc). How are groups of dancers brought on and taken off?

The students should then use the empty squares to draw the pathways of the dancers when the first duet enter and then the way in which the whole company of dancers leave at the end.

Watch *Clip 8*. The students should note down what is meant by the term 'dovetail' described by Alston in the clip.

### Plenary

Revisit the lesson objectives. You could ask the students to stand in areas of the room whilst the other students say which area of the space they are standing in. They could also replicate some of the entrances and exits they have just seen, more observant learners will remember a variety of examples from the footage.