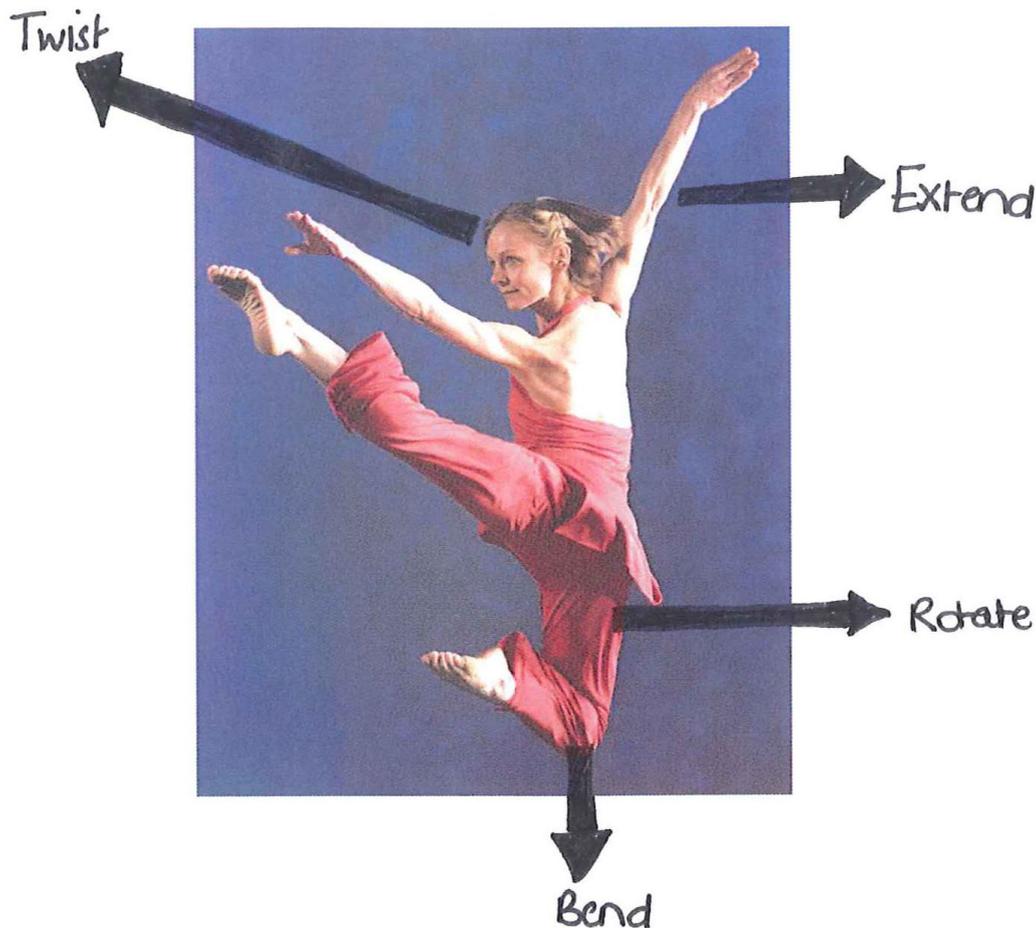


## Overdrive Theory Lesson 4

**Resources:** Clip 11, Clip 12 and Resource Sheet 7

**Lesson Objective:** To understand the use of phrasing in *Overdrive* and how motifs can be manipulated and developed.

**Starter Activity:** Using the words tilt, flex, bend, twist, extend, rotate, and elevate ask the students to break down the images on the *Resource Sheet 7*. They should include at least two terms per picture and indicate which body part is performing which action eg:



**Main Lesson:** Watch *Clip 11*. Invite the students to watch the way in which each phrase is counted (on a '9'). Next ask the students about where the accent is that Alston is placing emphasis on with his voice within each of the phrases. Explain that phrases of movement are like short sentences which have commas and full stops.

Watch the clip again and ask the students this time to look at the actions that are performed on the first four accented 4s emphasised by Alston. What quality do they each share? (A sense of 'throw' -arms & legs either under, across or to the side).

This material has now been manipulated in three different ways for three individual dancers. Clarify with the students the ways in which motifs can be developed and changed. Watch *Clip 12*. Split students into groups of 3s or 4s. Select a dancer for each group to watch. Replay the clip. The students should make notes on how the material has changed.

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Answers should include space, order, staging (the way the dancers face), and emphasis within the phrase.

More able students may be able to give specific examples. Both clips can be used to compare and contrast.

**Plenary:** Ask the students to put the 'Ways to Develop a Motif' into the categories of ACTIONS, DYNAMICS & SPACE

Extension Task: The students will have recognised that the Lecture Demonstration they have just watched has the dancers in rehearsal clothes. What is the purpose and function of rehearsals?