

Overdrive Practical Lessons 5 and 6

Practical Lessons 5 & 6 can be done as a double lesson or two single lessons

Resources: Clip 16, Resource Sheet 2

Lesson Objective: To explore choreographic devices, entrances and exits through group choreography culminating in a whole group improvisation.

Starter Activity: Ask the students to think of different ways in which phrases of movement can be developed using choreographic devices for groups. Write them up on the board. Answers may include: question and answer, mirroring, canon, unison, symmetry and asymmetry etc

Main Lesson: The warm up should comprise whole body activity with emphasis on travelling. Students could also take turns to perform the warm up in small groups entering and exiting the space in different ways eg: running, walking, along horizontal and circular pathways.

In groups of four or six and using a replication of salient positions from *Resource Sheet 2*, the students should explore four to six mirror images (two duos or trios) within their groups, eg:



The students should be encouraged to experiment with diagonals, proximity and distance so that they vary the use of the whole space to create mirror images or work closely in relationship with their partner (such as back to back).

ICT Opportunity: Photograph the students in their groups; they can then use the images for commenting on themselves and others. Notable observations may include incorrect arm, spine or focus lines etc.

Ask the groups to enter and exit the stage, each time performing one of their movements/shapes. The students should look at different ways in which they can do this, not always entering in equal numbers from each side. The students might leave with different people they came on with.

After everyone has taken part in the above task, ask each group to elect a 'leader' who will initiate movement. Clear the space and ask the class to perform their entrance/exit choreography in the order they have originally created it as a group. This means that several choreographies will be going on at the same time as the groups dance together. Improvisation enables the more proficient members of the group to take charge in looking at when it is appropriate for their group to enter the space and take control of the experiment.

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Film the outcomes. Coincidences may occur with group relationships or entrances and exits that can be discussed at a later date or used to inform whole group choreography at a later stage.

Watch *Clip 16* handing out a piece of paper to each student.

Each student is to note at least two dance actions (or short phrases for the more able) that they observe and can teach to the group.

The students should then teach these short actions to the rest of their group and insert them before or after their static positions they have been working with (ie: just after the entrance or as a movement that will take them to an exit). The students should rehearse their more complicated phrases in their groups.

Plenary: The cool down should comprise whole body stretches and PNF stretches with partner. Encourage students to work in pairs to stretch to increase flexibility and mobility.