

Lesson objectives	What am I looking for?
<p>To be able to communicate tension and conflict through choreography and performance.</p>	<p>To be able to explore, select and refine appropriate actions in response to the idea of tension/conflict. Effective use different levels and dynamics to communicate the idea.</p> <p>Performs with accuracy, commitment, and characterisation.</p>
<b>Warm up</b>	<b>Levels + projection</b>
<b>Context</b>	<b>Projection, dynamics + structure</b>
<b>Exploration</b>	

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**In action movies the adversary is difficult to defeat with the main characters being evenly matched. Ask the groups to add a starting position and/or opening movement to demonstrate showing they are of similar abilities.**

*SYMMETRY and MIRRORING show equality and balance whilst looking (FOCUS) the opponent 'in the eye' will communicate rivalry.*

**Ask the groups to consider how tension can be added:**

- Moving closer together (being too close for comfort)
- Adding moments of stillness (it was as if the world had stopped spinning)
- Include balances (walking a tightrope - being on edge)
- Include angular or twisted shapes (plot twist – reversal of fortune)

**Recap their 'encounter' dance and apply any of the above to build a greater sense of tension between their characters.**

*Add the music for 3 to 4 minutes and support as required.*

Composition

Projection, dynamics + structure

**In action movies the first encounter is never the last - find a way to resolve this section with the protagonist and antagonist continuing to be well matched.**

*This may echo the symmetry/mirroring of their starting position/action – alternatively they may separate.*

*Add the music for another 2 to 3 minutes.*

*You may wish to suggest a few more sayings such as:*

- Held their head up high...
- Didn't want to lose face...
- They locked horns...

Perform

Interpretation + analysis

**Ask one group to perform to another with the observing group identifying the sayings used.**

*Encourage the observers to precisely identify the action, space, dynamic and/or relationship that projected the meaning, e.g., getting 'straight to the point' used direct pathways and 'pointing' gestures.*

*Ask the observers to explain how FACIAL EXPRESSION, FOCUS and PROJECTION and CHARACTERISATION help to communicate the mood of the encounter.*

*Once feedback has been given, change roles and repeat the process.*

**Ask the groups to separate and reflect on how they could further improve their 'encounter' section:**

- Increasing or exaggerating their use of LEVELS
- PROJECTING the meaning of the sayings more clearly
- Adding EMPHASIS through EXTENSION, STILLNESS, SIZE and DYNAMICS

**Ask the students to apply any further refinements to their work.**

*Add the music for another 3 to 4 minutes.*

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**Cool down**

**Ask the pupils find a space and find a way of 'standing their ground'.**

*Eg wide base, hold their bodies with balance and control.*

**From there show a 'red mist descending'.**

*Look for changes in physical tension and level.*

**Then how they have 'the upper hand'.**

*Encourage the pupils to stretch fully.*

**Ask them to move through these three sayings slowly and smoothly blending one into the next, repeating 3 or 4 times.**

*Praise students demonstrating change of qualities in their actions, or those showing balance, co-ordination, and control.*

**Levels + dynamics**