

Lesson objectives

To be able to communicate an 'action movie' through the application of rehearsal and performance skills.

What am I looking for?

To be able to explore, select and refine appropriate structure to convey a variety of dance ideas. Effective use of contrasting action, space, dynamics and relationships. Performs with characterisation, commitment and accuracy.

Recap and repeat the warm up from lesson 1, moving through the stages in the same order but with fewer repetitions.

Add the music and continue to prompt the use of DYNAMICS, PATHWAYS, LEVELS and CHARACTER.

Ask the students to recall the protagonist selected and their qualities/traits, then recall or create a shape/action for one of those qualities...then a second...and then the third.

Repeat 2 or 3 times.

Recap the sayings used and ask the students to respond with an appropriate shape or action.

Having the upper hand

Standing your ground

Collapsing like a pack of cards

Lashing out

Red mist descending

Shooting daggers with your eyes

Circling around the issue

Getting straight to the point

Warm up

Range of actions + recall

Context

Explain that these features occur and recur at different places within an action movie - while films often start with a 'chase scene', these might also be seen later in the film often in a different context - eg one might be on foot whilst another might be on motorbikes.

Exploration

Organise the students into groups of 2, 3, 4 or 5 and recap the 3 key features covered and recall or create a sequence for each.

- The Chase scene should include alternating travel/stillness to communicate high energy and contrasting role.
- Characteristics should employ the use of space - dynamics - relationships.
- The Encounter should use at least 3 sayings and the use of levels, projection and emphasis.

The groupings can be retained from previous lessons if you are aiming to refine the work, alternatively you may wish to continue to vary them in order to increase their range of ideas. Add the music for 5 minutes or so and recap the features that should be included either verbally or through a visual presentation.

Encourage the groups to try various combinations.

Recall + communication

Lights! Camera! Actions! 4: Building the narrative

Lesson objectives

To be able to communicate an 'action movie' through the application of rehearsal and performance skills.

What am I looking for?

To be able to explore, select and refine appropriate structure to convey a variety of dance ideas. Effective use of contrasting action, space, dynamics and relationships. Performs with characterisation, commitment and accuracy.

Exploration

Remind them to consider the performance skills of:

- Projection - communicating the dance idea effectively
- Characterisation/facial expression - communicating the character effectively
- Extension - ensuring clarity of shape or action by stretching through the body
- Exaggeration - including moments of highlight by making actions bigger, stronger or adding stillness
- Musicality - responding to the rhythm, phrasing, style, tempo and/or volume of the accompaniment
- Focus - where the performer is looking (which directs the audience to where they should look)

Students may be able to recall content from previous lessons or they may decide to generate new movement material based on the concepts covered.

Depending upon the level of experience of the class and the length of the session, it is entirely possible that this may take the duration of the lesson. If so, a subsequent lesson may be needed for the remainder of this plan.

Recall + communication

Composition

Ask the groups to use their ideas to build a dance, these can be performed in any order, spliced together or combined.

Ask the groups to decide upon the order of the sections and begin to structure their dance.

Add the music for 5 minutes or so and support groups as required.

Encourage them to try alternatives and remind them, if adding transitions, these should be in the mood/style of an action movie.

Ask the groups to select 1 section and repeat it. This could be a direction replication, or they may vary or develop it in some way - eg repeat it using a different formation; varying the dynamic; alter the level...

Encourage exploring alternative ways of developing their repeated section - alternatives include...

- Changing the size of the actions
- Adding or deleting some movements
- Changing the direction they are facing
- Altering the relationship - eg if previously performed in unison this could now be performed in canon
 - Perform it in a different location - eg moving from upstage to centre stage
- Change the body part that leads the action - eg a point with an arm could be done with a leg
 - Change who performs the action.

Add the music for 5 minutes or so and continue to support as required, restart the music regularly if the groups are focusing on relating to the accompaniment.

Encourage establishing clear starting/finishing positions and incorporate stillness to support contrast and add interest.

Structure, transitions, repetition + performance skills

Lights! Camera! Actions! 4: Building the narrative

Lesson objectives	What am I looking for?
<p>To be able to communicate an 'action movie' through the application of rehearsal and performance skills.</p>	<p>To be able to explore, select, and refine appropriate structure to convey a variety of dance ideas.</p>
<p>Effective use of contrasting action, space, dynamics and relationships.</p>	<p>Performs with characterisation, commitment and accuracy.</p>
Composition	<p>Ask the groups to rehearse their dances until everyone in the group feels confident with the movement content; the order of the sections; opportunities to convey character and other PERFORMANCE SKILLS.</p> <p><i>Remind the groups that the dances may well vary in length. Some groups might like to consider what costumes, set design or lighting would be appropriate for their dance and offer a rationale for their choices.</i></p>
Perform	<p>Give each group a number and explain that groups will perform one at a time (in a random order and possibly more than once). As one group ends, the performance will immediately be taken over by another to echo the pace and energy of an action movie.</p> <p><i>It is likely to run more smoothly if the groups remain in their working space and simply pause when finished, taking the opportunity to view others work.</i></p> <p><i>Alternatively, have just one group observing whilst the others repeatedly perform their dances as you rotate the observing group.</i></p> <p>Ask the groups to reflect on their choreography as well as the work and performances of others.</p> <p><i>Take the opportunity to identify how they used ideas and constructs from one art form as the stimuli for their dance.</i></p> <p><i>Recap terminology used and its meaning when applied to dance:</i></p> <p style="text-align: center;">Compositional skills</p> <ul style="list-style-type: none"> - Actions: jump, turn, travel, gesture, stillness - Space: levels, direction, pathways, proximity, formations, size - Dynamics: speed, force <p><i>Relationships: unison, canon, mirroring, question and answer, contrast, contact</i></p> <p style="text-align: center;">Performance skills</p> <p><i>Projection (communication to an audience), focus, emphasis, character/facial expression, musicality, awareness of others</i></p> <p style="text-align: center;">Physical skills</p> <p><i>Balance, control, coordination, strength, stamina, flexibility, placement, extension</i></p>
Cool down	<p>Ask students to find a space. The final scene of an action movie 'resolution' where the problem has been solved, all loose ends are tied up and the characters move forward.</p> <p>Ask the students to consider how their protagonist is likely to be feeling at this point... relieved...satisfied...hopeful...calm...exhausted...changed by the experience...brave... accomplished...sense of achievement...</p> <p>Ask the students to create a shape or action that communicates the emotional state of their protagonist.</p> <p><i>Repeat this three times, either depicting a different emotion each time or finding different ways of demonstrating the feeling, this may provide an opportunity to talk about conflicting emotions.</i></p> <p><i>Encourage pupils to hold their shape or slowly move through their action(s) each time to assist their transition out of this activity.</i></p> <p><i>Describe what you see and infer - eg "I see Bailey is making a strong, wide shape. Since you are looking upwards, I think you're feeling very positive and confident."</i></p>