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GRAND
Theatre & Opera House Leeds



Digital Drama Drop-ins

Teacher Resource KS3

Developing Dance Motif Using Text/Song

This teacher resource has been designed to be used in conjunction with the 3D video footage. The tasks written below provide a step by step guide to developing the dance work; the video provides a snapshot of some of the ideas contained in this resource.

These activities can be delivered over a single lesson, split over several lessons or developed into a unit of work. Each task can be developed to include extended solo phrases, paired exploration and group work.

The lesson has been designed to take place in a small space such as the classroom. However, with simple adaptations the tasks can be taken into larger halls or gyms.

Learning Outcomes:

By the end of this lesson pupils will be able to:

- Embody a range of movement and qualities that reflect emotional responses
- Make creative decisions and plan for their dance work
- Critically discuss meaning in their own work and the work of others

Introducing the idea:

The following lesson is based on a song titled [False Confidence](#) by Noah Kahan. Its subject matter addresses themes relating to social media, vulnerability, self-belief and having the confidence to be who you really are. Kahan [deconstructs](#) the song and explains the reason he wrote something so personal in the hope his audience would relate to the sentiments of the song.

Listen to the song, taking note of the lyrics, narrative and change of pace. Read and discuss Kahan's interview - meaning and intention. Ask students what stands out for them. In pairs or in small groups create a list of ideas or a mood board for creative inspiration.

Please note that due to copyright restrictions we are unable to include the exact song suggestions in the video footage. However, we would recommend using these, as they make excellent accompaniments to this lesson.

Warm Up:

Feel free to use the video to move along to or select from the prompts below:

Pulse raiser - standing in a circle, ask students to select and demonstrate a movement that will gently increase body temperature such as marching on the spot, jogging, bouncing, small jumps etc.

Mobilisation - students should select parts of the body to mobilise, e.g. circling of shoulders, reaching of arms away from the body, bending of knees, small kicks etc.

Lengthening - students select different body parts to lengthen and stretch.

In addition to warming up the body, this task allows the student to begin to make (creative) decisions from the offset, knowing that their activity will be copied and embodied can give them a sense of confidence in their movement choices.

Creative development:

- Create a still shape in response to each line of the first verse encouraging meaning and narrative (the song's lyrics can be found [here](#)). Remind students to use different levels, giving examples as needed.
- Link using a range of transitions.
- Practise moving through still shapes to create a seamless phrase of movement.
- Introduce the idea of adding suspension and repetition to their sequences. This can help to highlight meaning and narration
- Watch each individual's solo work and give feedback - look for interesting use of phrasing, movement and transitions. Discuss what worked well in relation to embodying a narrative and creating interesting movement.
- Ask students to refine their phrases in response to feedback and personal reflections.
- Ensure sequences have a clear beginning, middle and end.

Performance:

Students should be encouraged to watch each other's movement phrases and to make constructive comments on what they have just seen. Encourage students to look for the narrative in each other's work and how effective their movement choices were. Ask students to describe the things they liked about each other's work and why; what worked well; what would be better if...

Cool down:

Ask pupils to stand in their own space and to close their eyes. Taking deep breaths in and out through the nose, reach arms above the head on 4 counts and breathe out floating arms down on 4 counts. Extend counts to breath in and out for 6 counts. Extend counts further (8) lifting arms, head and chest skywards, then count another 8 to bring the whole body into a crouched position near the floor. Count a further 8 to roll up through the spine to end standing upright. Repeat.

Extension tasks:

Listen to the first chorus, it speeds up and has a lighter more hopeful feel.

Create a motif or phrase of movement (lasting 4 counts or 8) that responds to the chorus and teach it to your students.

Pupils can use dance development strategies to dance together to create duet and group work.

In pairs ask students to develop the motif to include:

Manipulation - one person manipulating the other's movement (from a distance)

Create moments of **symmetry** - body parts or whole body movement

Canon - performing the same movement one after the other

There are a number of examples on YouTube, where dancers perform to this track.