



Clip: Original

Episode 11: One Perfect Day

Activity: Improvisation

Theme: Dance Skills

Elements of dance: body, space, time, dynamics, relationships

1. As a class, view the clip, *Original*, where Ethan discusses his choreographic ideas with his mentor and is advised not to be too “clever” about his work but to take “...inspiration from life”. He sees Tara dancing with a ribbon and is inspired by her joy of movement and the movement of the ribbon.
2. Explain to students that one of the ways that choreographers come up with new moves is to improvise. Have students form a circle. Warm up the students by selecting movements in a Hip Hop style.
3. 10 Seconds of Fame:
Once warmed up, encourage students to clap and move to the beat of the music with their hands, as one by one (though not necessarily in clockwise or anticlockwise order), they take “10 seconds of fame” by electing to go into the circle and “freestyle”. Free-styling is improvisation – the dancer does not plan in advance what they will do – they just do what comes to them when they get in there. As confidence increases, the length of time for “free-styling” can be increased, and therefore their skills will increase.
4. Ask students to review their dance chart from **Student Activity Sheet E11.4: Improvisation Reflection** and select one pose they want to reuse. This next improvisation task will expand the possibilities for that movement: for instance, a throw can be with an arm, a leg, a hip, a hand or an elbow. It can range from large to small and in intensity from a lazy throw to a direct and forceful one.
5. You will need to coach the students to practice different types of throws. With a large range of potential actions, it is best to avoid music at this stage. Coach in stages:
 - a. Experiment with body parts: do the action with a nose, head, shoulder, elbow, knee, big toe, back.
 - b. Experiment with size – enormous, big, average, small, tiny and minute.
 - c. Ask what happens when you change the intensity – from a scale of 10 (fiercely intense) to 1 (slack) or -3 (sloth like).

Activity: Improvisation

6. Apply this improvisation to other dance chart actions (as seen in the Useful resources). If there is difficulty, blindfold students but ensure they have plenty of room. You may like to ask them to keep on the one spot, and not to involve locomotion.
7. As a class, discuss their reactions to the improvisation tasks. Have students complete the **Student Activity Sheet E11.4: Improvisation Reflection**

Download

- Student Activity Sheet E11.4: Improvisation Reflection
- Ausdance *Energy* Elements B: Degrees of Energy
- Ausdance *The Body* Element B: Body Parts for isolation
- Ausdance *The Body* Element C: Joint Actions and Parts
- Ausdance *Motion* Element A: Locomotion
- Ausdance *Motion* Element B: Axial Motion
- Ausdance *Dance Action Words A*
- Ausdance *Dance Action Words B*
- Ausdance *Dance Action Words C*

Useful resources

- [YouTube, Improv Dance Competition](#)
- [Keith Hennessy Improvising dancing](#)



NAME:

Student Activity Sheet:
Activity:

E11.4
Improvisation

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One Perfect Day
Original

Improvisation Reflection

How did you feel when told about the improvisation activity?

How did you feel while doing improvisation?

What were the challenges for you and why?

What did you enjoy and why?

How did you feel after the improvisation?