

Clip: Original

Episode 11: One Perfect Day

Activity: One Minute Solo

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. In the two previous activities (*Activities 11.3: Making New Work* and *11.4: Improvisation*) we began looking at possibilities for a solo dance. Now we will focus on developing a solo of 30 seconds to one minute in length. Arrange the students into pairs, or if they prefer they can stay as a singular performer. If in pairs, one person will be the dancer, the other the choreographer.
3. The dancer and the choreographer are to collaborate. The choreographer and dancer will start with an idea/concept for the dance. They should brainstorm ideas and select a direction to develop. In collaboration, they draw up a storyboard of movement sequences or improvisations. They might find it helps to listen to the music several times first and imagine the possibilities. While the choreographer will have certain ambitions, the dancer will also have ideas and interpretations and the choreographer should listen to and respect these. The choreographer should also take into account the abilities of the dancer he or she is working with and work within their abilities. They should use the dancer as inspiration not limitation. Have students develop a starting point/s. They are to determine a starting position/shape or entrance into the space. Develop one phrase of 32 counts.
4. Advise the students that they will repeat this phrase several times, but each repetition will be a variation of the original (this is a theme and variation, for example: a, a2, a3, a4, a5, etc.). Variations might include facing the back, reversing the order, accenting different movement, slowing it down and editing part of it, double speed, substitute new steps for others. Have students consider the closure of the dance, for instance, slow down the last phrase to stillness or create a standout move, or position for an end.

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5. Each student should fully develop their selected idea into a one minute solo that they will perform for the rest of the class. As an introduction to the dance they are to explain to the audience what their concept is, why they chose it, and what dance perspectives did they incorporate into the choreography. The audience should develop a set of criteria to peer assess the performances and provide evaluative feedback to each student.
6. Ask students to complete **Student Activity Sheet E11.5: Solo Notes and Reflection**.

Download

- Student Activity Sheet E11.5 Solo Notes and Reflection.

Useful resources:

- [Ausdance Factsheet 16, Caring for the dancer's body](#)
- [Ausdance Factsheet 7, Safe dance floors](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance Factsheet 14, First aid for dancers](#)
- [Ausdance Factsheet 11, Producing a dance performance](#)
- [YouTube, Dance improvisation](#)
- [Contemporary dance.org: The Art of Choreography](#)
- [eHow, How to choreograph a dance routine](#)



NAME:

Student Activity Sheet:
Activity:

E11.5
One Minute Solo

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Solo Notes and Reflection

Fill out the following once you finish your solo.

What looked good and worked well in your solo?	What didn't work and didn't look great?	What was interesting?

Next time you make and perform a solo dance, what will you be sure to do?