

WARM UP EXERCISES

CIRCLE WORK

- 1) Stand in a circle, step forward say your name
- 2) Stand in circles, step forward, say your name and add a movement

- 1) Pass clap around circle in one direction, keeping rhythm consistent
- 2) Pass clap around circle moving any direction, keeping rhythm consistent
- 3) Pass clap across the circle (rather than around it) with names, keeping rhythm consistent

WALKING and RESPONDING TO WORDS

- 1) Walk around the room at a quick pace and keeping a good space between each other. Think about body in space, arms by side. Make eye contact
- 2) Walk as close together as possible, weave in and out of each other
- 3) Walking around the space responding to words:
 - Go
 - Stop
 - Drop
 - Stretch
 - Squash(Don't forget eye contact)
- 4) Add in words:
 - Turn (not just boring turns, think about levels and the amount of space you're using)
 - Balance
- 5) Words are reversed so Stop means Go
 - Go means Stop
 - Turn means Balance
 - Balance means Turn
 - Stretch means Squash
 - Squash means Stretch
 - Drop stays the same

REACH

- 1) Reaching in groups e.g. "Reach 4" means get into group of 4 and "reach" with the nearest people
- 2) New instruction: can't use hands to reach e.g.
Reach 5; find a way to reach using different limbs (no hands)
- 3) New instruction: Reach back
E.g. Reach back 3; find 3 people working with backs to other people but still reaching
- 4) New instruction, reach each everybody

“5 Points” - “Creativity is just problem solving”

- 1) Create 5 points in space
TIPS:
Be specific
Think about range e.g. levels and space, some close some far
Remember behind you
- 2) New instruction
Add a body part and a shape. e.g. draw a straight line with line between point 1 and point 2
- 3) New instruction
Add another body part and another shape e.g. Draw a curve with belly button between point number 2 and number 3
- 4) Add another part e.g. Draw an under-curve with the inside of wrist between 3 and 4
- 5) Add another part e.g. Draw a snaky line back with neck between 4 to 5
- 6) Split room into groups, add music and go!

TOP TIP: Go back to start every time a new movement is added e.g. Point One. This will help you/pupils remember the movements/sequence

- 7) New instruction,
Add into your sequence/”solo”
 - Turn
 - Jump
 - Travel*TIP: Use music to help inspire students.*
Think about starting and ending position

- 8) Practice a few times on your own
- 9) In groups of 4, each person shares and teachers “2 points” of their sequence to the group with music. This creates phrases of 8.
Think about start and end points
- 10) Rehearse

TOP TIP: When teaching, rather than mirroring, have your back to the students otherwise they’ll learn the sequence the “wrong way around”

EXTENSION EXERCISE

Take the sequence to the floor

Maximise the sequence using ‘behind’ space.

- 11) Each group gets into a rows and lines

Line one do their solo. When they've finished they point to person in row two.
Line two starts their solos.

When they've finished they point to person in row three.
Line three their do their solos

When they've finished they point to person in row four.
Line four does their solos.

Run into your group of four and get into the starting position

First group does their sequence.
When this is finished

Second group does their sequence
When this is finished

Third group does their sequence
When this is finished

Fourth group does their sequence.

CONTACT IMPROVISATION

- 1) Make a shape, next person joins and makes as shape but must have a point of contact with the first person. More people join the 'line' so everyone is frozen in a shape with a point of contact with the person in front of them.
TIP:
Make sure there is enough space between each person.
- 2) The last person onto the 'line' moves around the 'sculpture'; in/around/through/on the floor and makes their way to the start. Once they have reached the start of the line, they create another pose with a point of contact.
- 3) Keep everyone moving around the sculpture, repeating and add music

USING IMAGES AS A "MAP" FOR CHEOGRPAHY

- 1) Interpret via 6 moves – either as a solo or in pairs
Colour, shapes, textures of the pictures can all be used as inspiration.

Think about:

- Floor space
- Creating a 3D Object
- Using different body parts
- Behind Space

- 2) In two groups, share solos to music.

BALANCE WORK IN TRIOS

- 1) Exploring counter-balance through:
 - Push
 - Pull
 - Catch
 - LiftExperiment with different body parts (legs, arms, hips, backs)
- 2) In trios, use one movement each from your solo (Image/Map) and each add an instruction each (push/pull/catch/lift). Create a sequence.
- 3) Practice with music.
- 3) Each group shares, when their sequence is over, they point to the next group who then begin.

PERFORMANCE / SHARING

- 1) Get into a line from A to Z via first names.
“A” starts by sharing a favourite movement from their solo, taps B on the shoulder. B shares a favourite movement and this goes along the line.
- 2) Run into a circle and then a “crouch” cannon around the circle.
- 3) Once this is completed each group performs their sequence, one after another.