

<b>Dates</b> Ten sessions of 90 minutes delivered over 5 days in June	<b>Venue</b> Teatret OM, Ringkobing, DK  <b>On site contact &amp; first aider:</b>	<b>Plan by THE URBAN PLAYGROUND TEAM</b>  Mail: <a href="mailto:prodigal@prodigaltheatre.co.uk">prodigal@prodigaltheatre.co.uk</a>  <a href="http://www.Youtube.com/UPGTeam">www.Youtube.com/UPGTeam</a>
<b>Project Description</b> 5 minute "performance-parkour"choreography for presentation in Ringkoebing Town Square. Introduce group to performance techniques. Group rehearses between sessions supervised by their "leader" Jakob.		
<b>Participant Profile</b> Herring Parkour – selected from large group training for several years. Weekly sessions. Core group (also teach) mixed ability, also some experience of street dance, break dance, acrobatics. Experienced in parkour but never created choreography. Desire to progress their work into live performance. With most Parkour groups there is a tendency to train what is known, rather than invent/create new movement. Work plan is aimed at broadening the group's conceptions of what Parkour can be, in a performance context, and enlarging their skill base to include creative choreographic processes. <b>Learning Styles</b> - predominantly kinesthetic supported by auditory and visual stimulus; and for read/write preference note taking and referring to those notes is encouraged throughout as a means of recording, evaluating and revising the choreography as it develops, with my "scene list" and (visual & read/write) notations available to participants. This is important for the group's leader who will be choreographing the future work of these participants.		
<b>Age Range (Years)</b>	<b>From</b> 14	<b>To</b> 19
<b>Number of Participants</b> 9		
<b>Resources</b> A large scaffold frame and three wooden boxes forms the Set (referred to with capitalized S throughout for clarity) (Herring Parkour are familiar with it and the health and safety issues) Teatret OM provide indoor & outdoor rehearsal space, sound system, access to water and food. Outdoor performance area for festival		
<b>Other Key Info (Health Issues)</b> <b>Include Participant Names</b> <b>Emergency contact info</b>	None – no injuries Ensure all have water and know to keep hydrated	
<b>AIMS</b> <b>Students will be able to:</b>	1. Perform a set choreography with confidence and clarity 2. Actively contribute to the creation of a choreography 3. Integrate different styles and techniques of dance/movement in creating new work	
<b>LEARNING OBJECTIVES</b> <b>Students will be able to:</b>	1. Demonstrate understanding of stagecraft & performance behavior 2. Demonstrate ability to actively participate in the creation of an ensemble choreography 3. Demonstrate understanding of how to extend known Parkour principles into dance 4. Demonstrate ability to work with music 5. Demonstrate ability to integrate different styles and techniques in creating individual movement	



LESSON PLAN		Day 1 Session 1		
<b>Learning Objectives:</b> 3. Demonstrate understanding of how to extend known Parkour principles into dance				
<b>Lesson Objectives:</b> Students will be able to successfully adapt prior knowledge to a new situation				
<b>Movement Themes:</b> Fluidity & efficiency, Relationships				
<b>Health &amp; Safety:</b> Housekeeping. Intro to set. Rules for workspace. Expectations.				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
10	<b>INTRO:</b> Project description, timetable, expectations, health and safety	Clarify Jakob's role	Take questions	
10	<b>WARM UP:</b> Cardio	Capoeira Jinga	Music, counts, claps, voice	Command
5	Joint/Muscle	Major joint Articulations & muscle stretches	Show from front, side Teach in circle	
5	Conditioning	Press Up/Sit Up/Plank		
15	<b>EXPLORATION:</b> Explore Set - free play - what do you find/see/use? Extending movement vocabulary	<b>Active diagnostic assessment throughout this session</b>	Encourage play & experimentation from the outset, no "wrong" at this point - none dominate	Guided Divergent Discovery
25	<b>DEVELOPMENT:</b> 1.Groups of 3 - Leader sets route through their area of the Set 2.Individuals set own actions selected from Exploration  <b>APPLY TASKS:</b> 1. Move in silence 2. Slow it down (safe medium) 3.Maintain equal proximity to partners whilst moving through Set 4.Add moment of Jinga (unison) 5.Agree start/end positions	Each group to use 1/3 of Set  Pick "Leaders"  Model good examples ALL DO	Demo, dynamic voice, imagery - move like water/ninja  Encouragement	Guided Divergent Discovery
10	<b>APPRECIATION / EVALUATION:</b> Groups present in turn Again - Emphasizing silence Visible Differences? Group pick order for the 3 partner sequences to run in	Use of silence as check Effect of speed (slower is clearer) Effect of proximity (relationships appear)	Questions to include everyone - What do you see? Feelings provoked?  No judgements	Guided Convergent Discovery  Self Check
5	<b>COOL DOWN:</b> Stretches out of Jinga Articulations of upper body joints Self check effects of new exercises	Demo all	As warm up	Command  Self Check
5	<b>PLENARY:</b> Task before next session - work with first music track for timing Encourage challenge - not a test			
<b>ASSESSMENT:</b> (LO3) Do students successfully adapt their prior knowledge (Parkour) to the new situation (choreography)				
<b>EVALUATION:</b> (A3) Have I provided students with opportunities to experiment with movement in way which is new to them?				

LESSON PLAN		Day 1 Session 2		
<b>Learning Objectives:</b> 5: Demonstrate ability to integrate different styles and techniques in creating individual movement				
<b>Lesson Objectives:</b> Students will be able to use prior knowledge to extend their choreography				
<b>Movement Themes:</b> Site specific working (frames, boxes, floor)				
<b>Health &amp; Safety:</b> Reinforce general H&S, safe practice on set.				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
3	INTRO: Discuss previous session - problems? WARM UP:		As Session 1	Command
5	Cardio - remote control game	Intro Video Controls game & imagery here		
5	Joint/Muscle - dynamic stretched	Explain dynamic stretching		
5	Conditioning - dynamic, out of jinga			
12	EXPLORATION: Recap Show sequence achieved (Session 1 Plenary) Present 3 sequences simultaneously - very slow, running the separate phrases through shared space	Demo marking, Demo negotiation of space  H&S	Use video control imagery	Guided Convergent Discovery
30	DEVELOPMENT: Sequences in canon Last group end position as cue Sequences repeated in unison TASK: "Giving way" to others as means of finding/developing new movement Staying with music	Any "obstruction" is opportunity to create - demo with Jakob, then All explore	Sharing space - all adapt their route giving way at least once.  Encourage creativity. & contact as it arises	Practice
15	APPRECIATION / EVALUATION: Film and watch back Task: as group Negotiate timings/crossings/actions with emphasis on the audience viewpoint	Where is audience?  How do we behave on stage?	Elevate responses to critique - why does this moment work? What can we learn? How to make safe?	Guided Convergent Discovery  Self Check
10	COOL DOWN: Floor based stretches for "strap" muscles, IT Band etc Self checking for stressed joints/muscles, shake out	As Session 1	As Session 1	Command  Self Check
5	PLENARY: How does performance-parkour differ from regular parkour? How do you feel working with music in this way?			
<b>ASSESSMENT:</b> (LO3) Do students successfully adapt prior knowledge (Parkour) to working with set as creative "partner"?				
<b>EVALUATION:</b> (A2) Have I provided students with opportunities to contribute to the choreography as it develops?				

LESSON PLAN		Day 2 Session 3		
<b>Learning Objectives:</b> 4. Demonstrate ability to work with music				
<b>Lesson Objectives:</b> Students will be able to work with music to find dynamic changes in their movement				
<b>Movement Themes:</b> Dynamic shifts, Speed & Slow Motion				
Health & Safety: Check in - any issues? Reminder that water can/should be drunk throughout as needed.				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
3 5 5 5	INTRO: Discuss music as theme WARM UP: (developing from Day 1) Cardio  Joint/Muscle Conditioning (use set - pull/muscle ups etc)	Add "eject" to control game - a fall to roll on the floor, controlled - no 'percussion'  Joint/Muscle from Jinga  Conditioning include roll from standing	Modeling/all try variations of conditioning exercises  Ensure rolling is safe and practiced (assumed/known benchmark for group)  Pulls ups as descent - imagery	Command
10	EXPLORATION: 1. All perform same controlled descent from height 2. Individually explore movement descending from height "falling" under control 3. Create sequence of 4 actions descending from height to floor maintaining contact with Set	Working with height Demo and discuss  With volunteer guide demo of controlled fall. All practice.  Individual feedback	Reinforce control, use silence/sound to self check,  Imagery - reinforce soft, efficient movement - connect to warm up, pull up as lowering, roll as way to floor etc	Guided Divergent Discovery
15  15	DEVELOPMENT: In pairs 1. Show partner the sequence 2. Play - slowing it down to most extreme 3. Experiment - contact with many different body surfaces (not only hands) 4. Check each other's control  NOW SETTING: 1. One move to be at speed (not the last) 2. Maintain control in the speed 3. Reference speed to musical beat 4. Refinements	Demo control at slower & slower speeds Students all do  Use of breathing. Discuss/explore where control originates in movements.  Demo explosive shift of speed & return  Individual feedback	Imagery, video controls, dynamic voice, music    Emphasis beats in music, dynamic voice, breath	Reciprocal  Practice  Self Check
17	APPRECIATION / EVALUATION: Watch partner Film together (canon, overlapping) Students feedback	What do we see? How to improve?	Encourage all to contribute - questions to engage	Guided Divergent Discovery
10	COOL DOWN: Special emphasis on upper body, contra-stretches to release	Use Set where appropriate	As warm up	Command Self Check
5	PLENARY: Before next session revise/note work to date - <b>warm up/cool down</b>			
<b>ASSESSMENT:</b> (LO4) Do students work with music effectively?				
<b>EVALUATION:</b> (A3) Have I provided students with opportunities to successfully connect different techniques in their work? Have I supported them in developing musicality?				

LESSON PLAN		Day 2 Session 4		
<b>Learning Objectives:</b> 4. Demonstrate ability to work with music				
<b>Lesson Objectives:</b> 4. Students will be able to work with a range of dynamics relating to music in creating new material				
<b>Movement Themes:</b> Dynamic shifts, Speed & Slow Motion, Changes in volume of movement				
<b>Health &amp; Safety:</b> General check in - fatigue?				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
5 10	INTRO: Discuss surprises in Performance WARM UP: Developing Set based practice from previous session now working with Floor	Jinga, tempo, levels, rolls Add rotations etc in	Dynamic voice, counts, music	Command
10	EXPLORATION: Recap Day 1 & morning - marking in "small physical volume"	Intro & demo marking for body-memory All explore	Encourage use of notes, talking/sounding moves	Self Check
15 25	DEVELOPMENT: Whole Group With Day 2 "Fall" sequence:  First person starts their "falling sequence" on intro, Last person stops at end <b>so whole sequence is synced to soundtrack.</b> Some to work in unison, some canon  THEN WORKING FROM FLOOR  Repeat "Fall" sequence BUT explore on floor, at different physical volumes  Adapt movement to open space  Create 3 versions - on set largest, leaving set medium, on floor smallest  Apply changes of tempo, increasing pace throughout (as soundtrack), bound and free dynamic flows  Keep all unison moments/shifts	Recap H&S, sharing space & set  Use numbers, call on beats, lots of repetition  Canon/Unison - all explore both  Demo adaptation of action to new setting All explore	Dynamic voice - emphasize soundtrack throughout session with counts, beats, sounds  Allow partnerships where these appear, use, reinforce  Reinforce strong examples in group  Model floor replacing set, partners/groups of 3 work together  Repeat on & off set - aid body memory  Extended soundtrack - opportunities to listen to it without moving	Practice
10	APPRECIATION / EVALUATION:  Film whole group, play back, discuss	What do we see? How to improve? Can we see relationship to music?	As session 2	Guided Divergent Discovery
10	COOL DOWN: Adding further upper body & gentle hamstring stretches	As Session 2	As warm up	Command Self Check
5	<b>PLENARY:</b> How does it feel to work away from set? What possibilities do people see in movement to/from the set? Homework: REVISE WARM UP (be ready to lead)			
<b>ASSESSMENT:</b> (LO4) Do students use music to strengthen their physical work and create a true relationship with it?				
<b>EVALUATION:</b> (A1) Have I provided students with time and support to confidently present the current choreography?				

LESSON PLAN		Day 3 Session 5		
<b>Learning Objectives:</b> 2: Demonstrate ability to actively participate in the creation of an ensemble choreography				
<b>Lesson Objectives:</b> Students will be able to display and give trust with partners in weight sharing				
<b>Movement Themes:</b> Contact, Weight Sharing & Lifts				
Health & Safety: Working from height, fatigue, hydration				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
5	INTRO: Intro lifting and discuss implications	H&S, Respect, Trust		
10	WARM UP: As Session 3 - Ask Students to Lead	Ask what comes next?	Ensure all have voice	Command/ Student led
5	Light mark through of phrases to date	Demo marking	Encourage lightness	Self Check
10	EXPLORATION: 3 Simple Counter balances (hand to hand, back to back, side to side)	Demo with different students, All explore	Key words, eye contact, sounds	Reciprocal
5	Follow the leader, copying dynamic	Model simple low-level route through set, emphasizing moments both fluid and staccato. All explore	Students to role model good examples.	Practice
5	Pairs - set a route through Set that flows up and down (height)		Focus on flow - "move like water". No big jumps, choose your pace	Practice
25	DEVELOPMENT: Explore and Add: <b>Permanent contact</b> (not only hands) At least two moments of counter balance &/or support <b>Assists</b> - a hand to pull up, arm to lower down - what else? Supporting hips, use of the back?  <b>Demo and ALL TRY two basic lifts</b>  Add a lift to sequence ("utilitarian" - support partner up to/ down from/ over)	Demo different ways of maintaining contact in movement, all try  Emphasize H&S  Encourage "natural" development of weight bearing as support  From this to lifting - ensure H&S, respect, trust	Ensure safety but challenge preconceptions  Assists developing contact to lifting - use utilitarian examples  No one HAS to be lifted but all should support a lift.	Reciprocal   Practice
10	APPRECIATION / EVALUATION: Each pair shows group - what relationships do we see? How could we progress these duets?	<b>FORMATIVE ASSESSMENT THROUGHOUT THIS SESSION</b> - Are people working at their capacity? How do students respond to contact and lifting?		Guided Divergent Discovery
10	COOL DOWN: Floor based, stretches but emphasizing relaxation,	Moment to reflect whilst doing	Lots of encouragement here	Command  Self Check
5	PLENARY: How does it feel to work with contact/trust? What ideas provoked? Basic set of "rules" to contact that we can agree? Note these. Homework: COOL DOWN exercises to use in next session.			
<b>ASSESSMENT:</b> (LO4) Do students use work with trust and risk successfully/ respectfully?				
<b>EVALUATION:</b> (A3) Have I provided students with the information they need to work successfully with lifts/weight sharing?				

LESSON PLAN		Day 3 Session 6		
<b>Learning Objectives:</b> 2: Demonstrate ability to actively participate in the creation of an ensemble choreography				
<b>Lesson Objectives:</b> Students will be able to actively contribute to the creation of a duet				
<b>Movement Themes:</b> Relationships, Contact, Weight Sharing & Lifts, Site Specific Working				
Health & Safety: Fatigue? Hydration				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
5	INTRO: Recap project			Command
10	As Session 4 - Ask Students to Lead, use of floor and Set	As Session 3	As Session 3	Student-led
5	EXPLORATION: As whole group: Recap and Practice lifts from sequence	Recap H&S - <b>ALL DO</b>	Spotting, supporting	Practice
5	Run all phrases from Days 1,2, 3 in sequence	Strong focus - "performance attention"	Reinforce focus, music - accent beats/ cues	Command
10	Run again, slow, & find moments of contact (eye, body, weight share, lift)  Negotiate - identify moments to extend	Marking, talking, question "here?"	Without music - sound beats, revisit imagery  ensuring all involved in (at least) one as performer & as "outside eye"	Practice
30	DEVELOPMENT: Refine each moment in turn  Students work as performers AND as outside eyes, stepping out to support partners  Polish	Model positive comments & taking direction  Remind all other comments still apply!	Ensure voices are heard  Ensure all contribute - performers comfortable with tasks assigned by "eyes"	Reciprocal
10	APPRECIATION / EVALUATION: Repeat full choreography with additions & Film. Review Film.	What works? Why? Improvements?		Guided Divergent Discovery
10	COOL DOWN: Individual. Self-Check using exercises from Cool Down over days 1-3	Students to lead. Prepared from Homework	Individual feedback	Self Check
5	PLENARY: What constitutes clear direction? What is useful to hear from outside eye? What do eyes need from performers to work effectively? Other considerations? (audience)			
<b>ASSESSMENT:</b> (LO4) Do students use/successfully adapt movement to new relationships and settings?				
<b>EVALUATION:</b> (A2) Have I provided students with time/opportunities to develop their own choreography?				

LESSON PLAN		Day 4 Session 7		
<b>Learning Objectives:</b> 2: Demonstrate ability to actively participate in the creation of an ensemble choreography 3: Demonstrate understanding of how to extend known Parkour principles into dance				
<b>Lesson Objectives:</b> Students will be able to demonstrate understanding of group working in choreography				
<b>Movement Themes:</b> Leading & Following, Changes in volume of movement				
Health & Safety: As Session 6				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
5 10	INTRO: Finishing Choreography WARM UP: Remote control game for Cardio, then Set based developments as previous	Encourage continuing experimentation	Individual Feedback	Command Self-Check
15	EXPLORATION: Follow the leader as group  Set start positions down stage.  Create simple route into section 1.  Repeat.  Play with size of movement - same moves bigger/ smaller  Repeat new sequence, actions starting small, getting larger closer to set.	Call names of leaders to change focus.      Demo & all explore	Ensure <b>all lead</b> . Encourage. No "wrong" way.    Use Image of volume control where louder = bigger movement  Build on earlier "remote control" game, embed changes	Guided Divergent Discovery.
25	DEVELOPMENT: Using this new phrase as the beginning section continue into whole choreography.  Attention to transitions - are all clear?  Final follow the leader to end positions.  Rehearse "curtain call"  Run Through. Film	Reinforce music cues.  Small adjustment to known choreography - encourage students to suggest linking movements  Importance of space in body  How do they take bow? Exit?	All polishing now  Check local (Danish) norms	Practice
20	APPRECIATION / EVALUATION: Review film.	Problems? Considerations? Change of venue. <b>GROUP LEAD FORMATIVE ASSESSMENT &amp; SET CRITERIA FOR SUMMATIVE ASSESSMENT</b> How are students working with full choreography? Are there any sections needing clarity? Problems? Expectations of next sessions and final performance.		Guided Convergent Discovery
10	COOL DOWN: As previous session	As previous	As previous	Command
5	PLENARY: Preparation for technical run, Change of Venue.			
<b>ASSESSMENT:</b> (LO2, 3) Are students progressing themselves in creating new work at this stage?				
<b>EVALUATION:</b> (A3) Have I provided students with tools to further develop their own styles of movement in choreography?				

LESSON PLAN		Day 4 Session 8		
<b>Learning Objectives:</b> 1. Demonstrate understanding of stagecraft and performance behavior				
<b>Lesson Objectives:</b> Students will be able to demonstrate ability to Lead & Follow				
<b>Movement Themes:</b> Site specific working, Leading & Following, Changes in volume of movement				
<b>Health &amp; Safety:</b> New venue housekeeping. Performance energy. Organizers watching the run.				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
5	INTRO: Schedule, audience, housekeeping			
15	WARM UP: Set Based and Floor based practice as developed to date	Ask Jakob to lead	Feedback to Jakob	Command/ Self Check
15	EXPLORATION: Explore new stage. Entrance/Exit points, stage floor, sight lines.	Draw attention to key factors.	Ensure all safe and secure	Guided convergent discovery.
20	DEVELOPMENT:  Technical Run through.  1. Marking only 2. As performance tempo, energy, commitment 3. Marking to know set and yourself in the piece	Encouragement	Ensure H&S  Allow reference to notes/film	Practice
10	APPRECIATION / EVALUATION: Debrief, comments with tech crew, organizers	Guide positive useful feedback. Ensure all have opportunity to comment.		Guided Convergent Discovery
10	COOL DOWN: Individually, on stage. Check in with bodies	Ensure practical, and thorough		Personal Programme
5	PLENARY: Preparation for performance. Costume check. Questions? Concerns?			
<b>ASSESSMENT:</b> (LO1) Are students applying all lessons from this week to new setting and performance demands?				
<b>EVALUATION:</b> (A1) Have I provided students with tools to perform choreography with confidence and clarity?				

LESSON PLAN					Day 5 Session 9
<b>Learning Objectives:</b> 1. Demonstrate understanding of stagecraft and performance behavior 4. Demonstrate ability to work with music					
<b>Lesson Objectives:</b> Students will be able to work with efficiency in managing energy for performance					
<b>Movement Themes:</b> Fluidity, efficiency & silence. Relationships					
<b>Health &amp; Safety:</b> Performance day. Schedule - when to eat and how to manage warm ups, nerves etc					
Time	Content	Teaching Points	Differentiation/Extension	Strategy	
5	INTRO: Check in - tech run? schedule for day				
15	WARM UP: Whole group, Cardio, Joint/Muscle, Conditioning	Jakob to lead	Feedback to/through Jakob	Command, Self Check	
10	EXPLORATION: Super light marking run.	Encourage fun, exaggeration,	Ensure H&S	Guided convergent discovery.	
20	DEVELOPMENT: Run Throughs  1. Keep the lightness of run, full commitment & accuracy  2. "Ninja run" - total silence, no music, keep timing  3. Remote Control commands applied to choreography, keep fun	- tonic confident movement  - relationships  - lightness, confidence booster, relax tension	Ensure all safe and secure	Practice	
10	APPRECIATION / EVALUATION: Dress Run	As session 8			Guided Convergent Discovery
20	COOL DOWN: Group cool down, floor based, shake out tension/nerves, then individual cool down for specific tension	Check in with group, ensure all unified before splitting for personal programme, re-assure, confidence boost			Command  Personal Programme
10	PLENARY: Prepare performance. Costume check. Last questions?				
<b>ASSESSMENT:</b> (LO1, 4) Are students working with music (and silence)?					
<b>EVALUATION:</b> (Aim 2) Have I provided all students with means to express themselves through their choreography?					

LESSON PLAN		Day 5 Session 10		
<b>Learning Objectives:</b> 1. Demonstrate understanding of stagecraft and performance behavior				
<b>Lesson Objectives:</b> Students will be able to demonstrate understanding of performance behaviour				
<b>Movement Themes:</b> Performance Day				
<b>Health &amp; Safety:</b> Performance. Managing energy. Safety as priority.				
Time	Content	Teaching Points	Differentiation/Extension	Strategy
5 10	INTRO: Check in - how is everyone? Discuss needs of performance warm up.  WARM UP: Personal warm up oriented for performance	Explain performance needs  Check in with each student, encourage		Personal Programme
5 10	EXPLORATION:  Super-soft game of remote-control  Light mark through, no music, total silence - show how well you know it	Relax & reaffirm group  Don't instruct - all their work	Congratulate on completion - "see how well you know it?"	Guided divergent Discovery  Practice
10	DEVELOPMENT:  PERFORMANCE!	<b>SUMMATIVE ASSESSMENT</b>		Practice
20	APPRECIATION / EVALUATION:  Audience Reaction Post Show Discussion Company feedback with organisers	Students to hear again the criteria they set for assessment and together to assess their work.		Guided Divergent Discovery
10 10	COOL DOWN: As group. Gentle focus. Time for individual check.	Ensure thorough but let Jakob lead		Command, Self Check
15	PLENARY: Thoughts and feedback (verbal and feedback forms) How to progress in future? What comes next for Herning Parkour? Evaluation forms			
<b>ASSESSMENT:</b> (LO1) Do students perform choreography with clarity and confidence?				
<b>EVALUATION:</b> (A1) Have I provided opportunities and support for students to perform at their capacity?				