

## 'Yoga into dance' Class Plan

2 – 4pm, Sunday 13 October 2019

**Note:** While this was the class plan, there was insufficient time for the demonstration or jam described in the plan below.

Time/ Duration	Section	Practice
2pm – 2.10 (10 minutes)	Arrive, Introduction	
2.10-2.40 (30 mins)	Yoga practice	Lead practice, individual work on mats...  <b>Why?</b> Somatic work; release; stretching; preparation for dancing. We start with yoga!
2.40-2.50 (10 mins)	Acro-Yoga	Working in trios on mats – flyer, base and spotter. Fish, Folded leaf. Swap three times.  <b>Why?</b> Introduces contact through incidental contact, and as contact is not through the hands it seems less like 'touching' although it is. Introduces working in groups. Some weight-giving too although it's primarily perceived as balancing.
2.50-3pm (10 mins)	Dynamic Flying	Working in duets on mats (the floor is slippery!!). Movement rich flying, basing with feet! Swap twice.  <b>Why?</b> Emphasises movement over balance, gentle falling, and more dancy!!
3-3.10pm (10 mins)	Frieze/ Static ensembles	Put the mats away)  Groups - ensembles - of up to 5 people work together. One person forms a shape and the others - one by one - add to the static ensemble until everyone is in the formation. Repeat 4 or more times, depending on time.  <b>Why?</b> Multiple points of contact; filling and finding spaces; carrying weight on parts of the body than feet. We create fragile and adhoc balances not found in acro-yoga
3.10pm (5 mins)	BREAK	
3.15 – 3.20 (5 mins)	Traversing space on feet	Movement on our feet, depth and spatial and social awareness. Looking for spaces, and making/breaking eye contact. Walking/running/traversing space leading to walking close, huddle.  <b>Why?</b> Moving across greater distances, interactions and non-interactions. Peripheral vision/ aural awareness and sensing. Consolidating group and comfortable with strangers. The idea that space and volume is created by movement.

<p>3.20 – 3.30 (10 mins)</p>	<p>Leading and following: walking at shoulder on feet and back-lifts</p>	<p>Duets: leading at shoulder with eyes closed Invite partner to be lifted on back by offering back, etc. Encourage discovery and exploration. Swap.</p> <p><b>Why?</b> Encourages continuous movement and pauses in contact with partner. Lifts on parts of the body other than the feet (and hands). Creates trust between dancers and introduces improvisational elements.</p>
<p>3.30 – 3.40 (10 mins)</p>	<p>Leading and following: floor work</p>	<p>Duets: person leading lies, face down while lead person keeps hands on back. Leader moves, and follower moves with them maintaining contact. Changing levels, etc. Possibly using arms, shoulders and back as places to maintain contact during movement Swap.</p> <p><b>Why?</b> Introduces touching with hands and probably weight bearing in movement - rather than static. Brings attention to sensing without vision.</p>
<p>3.40 – 3.55 (15 mins)</p>	<p>Demonstration/ jam</p>	<p>Teachers dance and demonstrate movement and practice not included in the class.</p> <p>Jam allows dance to be practiced with groups of varying sizes in a spontaneous way.</p> <p><b>Why?</b> The idea of the demonstration is to show what confident and practiced contact improvisation looks like. ie it's a 'teaser'. The jam allows students to freely improvise and practice all that they have learned including from dancing with each other (peer learning).</p>
<p>3.55 - 4pm (5 minutes)</p>	<p>Ending</p>	<p>Bring group together for ending and further information.</p> <p><b>Why?</b> Closure. It's the end!</p>