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| Lesson Plan for Costume Principles 2 | | | |
| Text Analysis – The Elsewhen Series | | | |
| **Lesson Duration** | 2 hours  21st February 2025  This session is repeated 3 times | **Students** | 17 1st Year BA Costume for Performance |
| **Space** | 828 Heart Space  An open space with quite a few distractions: check that there is room for 5 zones around each text  Encourage standing and moving from zone to zone | | |
| **Resources** | Power point for the session with illustration from  At least one copy of each text  Larger sheets of paper or paper roll  Pens and pencils  White board and marker | | |
| **Inclusive check list** | Introductions and reassurance  Power point slides with reiterating verbal instructions – low contrast printing for handouts  Give permissions to sit down, leave the space or take time out  Upload documents to Moodle for review prior to the session | | |
| **Preparation** | Prepare power point  Send message to students to ensure that they wear comfortable clothes and shoes they are happy to move in: also up load texts to Moodle  Check and set up the space: paper and prints laid out  Plug in and test IT | | |
| **Learning outcomes** | | | |
| LO 1: Develop a range of research methods that inform your work and show an awareness of ethical responsibility (enquiry)  LO 2: Manage your learning and project requirements adaptably and effectively through reflective evaluation (process) LO 3: Develop ideas and concepts through experimentation with techniques to produce design resolutions (realisation)   * The student will gain insight into methods of text analysis identifying key themes **LO:3** * The student will be able to construct a varied research plan **LO:1** * The student will be able to develop visual and material concepts from the prompts working collaboratively **LO:3** * The student will be able to communicate their ideas confidently to the group and receive feedback **LO:2** | | | |
| **Timing** | Teaching Notes | Activity | |
| **5 minutes welcome** | Welcome to the group  Let’s create a collegiate  Atmosphere and begin to talk to each other and the group  Remind them to record their activities for their submission | Stand in a circle  Say hello, state your name and your favourite type of music or dance  Do you have any experience of dance ?  Give everyone a clap | |
| **20 minutes introduction**  **and discussion** | Relate this to industry practice: All work starts in response to a catalyst – we call this the “text”  Give examples as to what a response can be – a smell, a material, a memory and association, an image etc  Remind them of script examples in.” Intro to” unit  Remind them of “Object as Text “ unit  Ask the students if we want to read the texts and make sure that we understand all the words | **Ask students - What can a text be in its widest terms?**  Write down their answers on a white board  **What form can our responses take to a text ?**  Write down their answers on a white board  **What might a text be for a Dancer and Choreographer?**  Part of our process is to gain an understanding of the text and its meaning both practically and thematically.  This allows us to generate and visualise our responses.  **What are our parameters here?**  Music  2 bodies that relate  Movement  Filming  Audience | |
| **15 minutes**  **Activity** | Word Association – be free and remember the playful Fluxus instinct that you developed: don’t hold back | Students create spider diagrams coming out from each text with their thoughts and associations expressed as words, drawings or objects | |
| **15 minutes**  **Activity** | Collaboration and a range of perspectives | Students move to the next text along when they hear a bell and add their thoughts or heart existing ones that they also feel | |
| **20 mins BREAK** | 15 minute Break and refresh | In your break, have a think about which texts you want to work on- what did you connect to? | |
| **5 minute**  **refocus exercise** | Help everyone to participate at whatever level they feel they can  This is to re connect us with our moving bodies to help us remember that this is an embodiment exercise! | Students participate in a Latin American themed movement sequence  https://www.youtube.com/watch?v=U05bmA-5QB8 | |
| **25 minutes** |  | Group goes to each text map, origional group introduces text and reflects on it – group responds | |
| **15 minutes**  **Reflection and next steps** | Note down which student has chosen which texts | **Student chooses two texts:** use the map to develop a 5 point list that maps out what you are going to research next – it must contain a plan for visual research, material research, drawing research and watching/experiential research | |
| **Assessment:** | Nominated question and answer – can the student share their findings and answer questions?  Wrap – Up – Do the students have questions about anything they need clarification on?  Discussion - Can a student build on initial feedback and develop their response?  Presentation – can the student present to a group? | | |