

Rambert
grades

Creative Strand

Framework and Supporting Material

Creative Goals

By exercising creativity and nurturing the creative spirit we want to encourage young people to:

- Own their individuality**
- Be playful**
- Work in a present manner**
- Embrace mistakes**
- Take risks**
- Have the ability to respond creatively to tasks**
- Develop interpretation skills**
- Detach from form and work from inside out**
- Challenge perceptions of beauty/right/wrong**
- Develop a choreographic eye**
- Think independently**
- Self express**
- Remove judgment**
- Relate and collaborate with others**
- Have confidence in decision making**

We believe that creating material is an important skill and that it can be part of the process. However, we want to encourage students to feel as confident to improvise as they would when performing rehearsed movement. We hope that by focusing on the process rather than the outcome they become empowered to explore and enjoy being in the moment.

We propose the following framework for students to explore a Creative Stimulus:

Respond

Initial ideas/reactions to the stimulus.

Response could come in different forms: spoken word, movement, drawing, a brainstorm, etc

Possibly instigates a conversation and further research around the stimulus (points to unpack).

Dancers will consider quality of the stimulus including but not limited to colour, shape, pattern, sound, weight, feel, smell, words, names, movements, mood

Explore

Dancers will begin to attribute action, space, dynamics, relationships, and explore variations of these for some of the qualities, inspirations and thoughts considered during the **Respond** phase.

If movement hasn't been introduced yet, this is the moment to translate the ideas into movement explorations

Develop

Dancers will begin to make choices in relation to their response and exploration in order to develop a score for improvisation. During this stage movement material is developed beyond its original format.

Examples of Choreographic Tools

These tools can be of use when exploring and developing their initial response:

- Levels (exploration of movement in different levels)
- Space (exploration of the use of the space)
- Speed (investigation of speed and duration of movement)
- Dynamics (play with different movement dynamics)
- Repetition
- Reverse (reversing sequences, pathways, specific movements, etc)
- Transpose (transposing material to different body parts and/or levels)
- Qualities (working with a wide range of qualities)
- Emotions (connecting movement and emotion)
- Contact (exploring the notions of physical contact)
- Story telling (adding the layer of a story to movement or adding movement to a story)
- Stillness

Creating a score for improvisation

The process of responding, exploring and developing will culminate in the creation of a score for improvisation.

A score can be interpreted as a recipe, a map, a list of ordered ideas, or simply a collection of ideas that can be used as a guideline for an improvisation.

Dancers could even create a mood board to guide and place their movement explorations into specific spaces.

The score will have its root of inspiration on the stimulus chosen, but it does not need to demonstrate the stimulus in any way. It may include set material explored and developed during the creative sessions related to the stimulus but should sit in the present, relating to others, being playful and allowing the unexpected to happen.

This way we can encourage students to focus on process and experience, to listen to their bodies, to notice and engage with others in the moment, to make decisions and mostly to be playful while creating.

Duration of the scores for each Level:

Level 1 (Grades 1-3): 2-3 min

Level 2 (Grades 4-5): 3-4 min

Level 3 (Grades 6-8): 4-5 min