

Dancetrain Lesson Plan

Title:	Choreographic Toolkit	Suggested Stage/Year:	Stage 5 or 6
Dance Syllabus Area:	Composition	Topics:	Compositional Process Choreographic Tools Selection & Refinement
Prior Knowledge:	Students must have experience working with a transparent compositional process – e.g. Teacher models this process for their ensembles or work with a senior student as a dancer for a composition task	Cross Curricular Links:	21st Century Learning Outcomes: Communication Creativity Collaboration Critical Thinking
Dancetrain Issue & Resources:	Sep/Oct 2019 Schoolies Choreographic Toolkit p102-103		SWAT Analysis
Syllabus Outcomes:	5.2.1 explores the elements of dance as the basis of the communication of ideas composes and structures dance movement that communicates an ideas	5.2.2 composes and structures dance movement that communicates an ideas	5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
Teacher Notes	Teacher should have some experience in composing and have reflected on the dynamic nature of this process prior to delivering this lesson. This lesson is ideal to introduce composition in stage 5 – students may be embarking on their first solo composition task The suggested milestones could become a template for students logbook or assessment task criteria.		

Content

Introduction

Students sit with a partner and share their memory of any experience they have had as a dancer when someone has choreographed for or on them – either as an individual or as part of an ensemble.

Body

Activity 1

As a class students then complete a SWAT (Strength, Weaknesses, Opportunities & Threats) analysis or simply identify and share the positive aspects, negative aspects and challenges

Activity 2

Students then make suggestions on the best way to plan a project. Students then read the Choreographic Toolkit article on p102 & 103. Students are then asked to comment on their experience in relation to the various tools in the choreographic process.

Key Question:

- What do they find difficult?
- What do they find familiar?
- What benefit is there in using a variety of choreographic tools?
- What is the risk in using too many choreographic tools in one choreographic piece?

Activity 3

Students are given a calendar that covers the time period for which they will be completing their choreographic task. Students then plot the various stages they should be at within the calendar. Students record how many dance lessons they will have in that time and what milestones they should have achieved. These can be qualitative or quantitative.

e.g.

- | | |
|---|-------------------------------------|
| ➤ Stimulus identified | ➤ Number of phrases completed |
| ➤ Motifs completed | ➤ Music chosen |
| ➤ Number of manipulations developed | ➤ Peer or teacher feedback received |
| ➤ Compositional form or structure identified | ➤ Dancer knows the choreography |
| ➤ Appropriate aspects of Elements of Dance identified | |

Extension activity – for Stage 6 Students (P3.2 - understands the compositional process)

Students may like to view flow charts of the choreographic process, and teacher may model their own process as a flowchart. Students begin to design their own flowchart unique to their process. Students will construct this at various stages in the process and compare with their peers to see how they develop their own unique process, and identify what has influenced their way of working through the choreographic process.

Conclusion

Teacher shares some samples of logbooks/journals that clearly document this choreographic process. Teacher then explains the importance of documenting the process and reflecting back through the process diary and calendar to stay on track or justify any deviations from your original plan.