

Dancetrain Lesson Plan

Title:	Fine Line by Sue Healey – Dance Film		Suggested Stage/Year:	Stage 6
Dance Syllabus Area:	Appreciation Major Study Film & Technology		Topics:	Dance & Technology
Prior Knowledge:	Elements of dance Students should have viewed the dance film prior to conducting this lesson		Cross Curricular Links:	Film Technology
Dancetrain Issue & Resources:	Emailed with Dance Education Subscription			
Syllabus Outcomes:	H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form	H1.4 acknowledges and appreciates the relationship of dance and other media	H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.	
	H4.1 understands the concept of differing artistic, social and cultural contexts of dance		H4.2 recognises, analyses and evaluates the distinguishing features of major dance works	
Teacher Notes	This lesson can be used as an analysis task for Preliminary HSC students or as an introduction task for students selecting Film & Technology as their Major Study.			

Content

Introduction

Students read the Schoolies *Fine Line* Article.

Body

Activity 1

Delegate one of the below concepts/themes to individual students or students working in pairs. Students then identify and highlight pieces of text that connect with their specific concepts/theme:

- “Focus in”
- Subtle nuances
- Pushing boundaries
- Limits in Space, Time
- Relationships

Note: These could be literal or symbolic reference to these ideas

Activity 2

Students then find examples from the work that link to these concepts. These examples may be camera angles, movements, editing features, accompaniment etc.

Students are asked to write descriptions of these examples

Activity 3

Students take their concept and start to brainstorm alternative ways to represent their theme/concept.

Key questions:

- What does this concept mean to you personally – how do you relate to it in your life experience?
- How would you represent this in your own way?
- Setting? Music? Movement? Camera angles? Editing? Etc.

Conclusion

Students working on a Major Study Film should then start to consider their own concept intent and how the camera angles are considered an additional element of dance that can be manipulated to communicate their concept/intent. Students begin to plan their camera angles and/or editing to manipulate Space, Time & Dynamics to support their concept/intent.