

Dancetrain Lesson Plan

Title:	Terrain – Frances Rings	Suggested Stage/Year:	Stage 6 – HSC
Dance Syllabus Area:	Appreciation	Area of Study:	Prescribed choreographers and works Skills of analysis: - components - interpretation of the work
Prior Knowledge:	Students should have viewed Terrain and become familiar with Frances Rings' Style prior to completing this lesson	Key Competencies:	Collecting, analysing and organising information
Dancetrain Issue & Resources:	Article emailed with Education Subscription		
Syllabus Outcomes:	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.	H4.3 Utilises the skills of research and analysis to examine dance as an artform.

Content

Introduction

Teacher introduces Terrain and initiates a quick recall on prior knowledge of the work and choreographer.

Key Questions:

- What do we already know about this choreographer – influences, style, other works etc?
- What are your first impressions of Terrain?
- What symbols do we see in the work and how are they represented in movement or other features of the work?

Body

Activity 1

Students read the Frances Rings article and highlight quotes from the article that show insight into or reference Ring's **Influences, Background and Training**, and **Choreographic Style**. Students then share their work with the class.

Activity 2

Individual task:

Students write down places that make them feel safe, at home, connected to a community and describe what makes these places significant to them. Ask students how they would feel if the preservation of these spaces were threatened. Consider how could you represent these places with movement.

Activity 3

Students research the concept of "Country" within Aboriginal culture.

Key Questions:

- What is its significance to indigenous people?
- What responsibility might indigenous people feel in modern day Australia in regards to *Country*?

Find quotes from the article that connect with France Rings' feeling of cultural responsibility. Students share their findings with the class.

Activity 4

Explain to students that Terrain is about the **Arabunna people's connect to the land of Kati Thanda (Lake Eyre)**

Pairs:

Students select a section from the work *Terrain* to analyse. Students look at the elements of dance and features of the section they have selected. Students then identify examples from that section that represent aspects of Kati Thanda or the concept of *Country*. This may be a feeling towards country, or more literal features of Lake Eyre.

Conclusion

Students are to write an extended response to the following question:

What significance does the term Country play in Terrain?

Use examples from the work to support your response.