

## Dancetrain Lesson Plan

Title:	<b>Sarabande - Jiri Kylian</b>	Suggested Stage/Year:	<b>Stage 6 – HSC</b>
Dance Syllabus Area:	<b>Appreciation</b>	Area of Study:	Prescribed choreographers and works Skills of analysis: - components - interpretation of the work
Prior Knowledge:	Students should have viewed Sarabande and become familiar with Jiri Kylian's Black & White Ballets prior to completing this lesson	Key Competencies:	Collecting, analysing and organising information
Dancetrain Issue & Resources:	<b>Sep/Oct 2015 – Article emailed with Education Subscription</b>		
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 sarabande 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 Sarabande?
- What symbols do we see in the work and how are they represented in movement?

### **Body**

#### **Activity 1**

View the work again

#### **Activity 2**

Students read the Sarabande – Jiri Kylian article and highlight quotes from the article that show insight into or reference Kylian's **Influences**, and **Choreographic Style**. Students use a different colour highlighter to signify references to **Meaning, Context, Subject Matter** and **interpretation**.

Students then share their work with the class.

### **Activity 3**

Individual task:

Students identify features in the choreography that represent the quotes they have highlighted. Students then select one of these features and think of a specific phrase of movement that contains this feature and writes a sentence that describes the movement – e.g. the flexed palms motif pressing away frantically in different directions as if to represent the dancer being boxed in.

Pairs:

Students read their description to a classmate and ask them to recall and perform the phrase/movement to which they believe the writer is referring. Did they think of the correct phrase? Student then swap roles.

Ensure all students write down the examples they have identified and also the ones their partner has identified.

### **Activity 4**

Key Question:

Do you think the work takes on new meaning in the current cultural and political climate?

### **Conclusion**

Students share what new information they have learnt about Jiri Kylian from this article.