

## Dancetrain Lesson Plan

Title:	<b>Space Composition</b>	Suggested Stage/Year:	<b>Stage 2 or 3</b>
Dance Syllabus Area:	<b>Composition</b>	Topics:	<b>Improvisation Composition Choreography</b>
Prior Knowledge:	<b>Some prior movement experience and Basic knowledge of the solar system</b>	Cross Curricular Links:	<b>Science PDHPE</b>
Dancetrain Issue & Resources:	<b>Sep/Oct 2019 P102-103</b>	<a href="#"><u>The Planet Suite by Gustav Holst</u></a>	
Syllabus Outcomes:	<b>DAS3.2</b> Explores, selects, organises and refines movement, using the elements of dance to communicate intent.		
	- Create and perform new work, with clear intent, applying what they have learned about the elements of dance through composing, performing and appreciating	- Think of themselves as an active participant in dance-making, giving form to a range of dance ideas through composing, performing and appreciating	- The use of the elements of dance within and outside traditions and conventions to create original and new dance work which expresses ideas and conveys meaning
Teacher Notes	<p><b>Choreographic Toolkit article is used primarily as a teacher resource. Text could be simplified for student's level of literacy. The Solar system as a stimulus could be replaced with any other topic students are studying.</b></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Set tasks for students to reflect upon movement material devised in composition activities in relation to intent</li> <li>• Support students in their own ideas for a dance by facilitating the planning and developing of movement content and structure in relation to the meaning of the dance and intended audience</li> </ul>		

### **Content**

#### **Introduction**

Teacher discusses with students how dance works are made. Look at 2 or 3 examples of dance that communicate meaning.

Key Questions:

- Where do choreographers get their ideas?
- Music, Shapes, Artworks etc.

## **Body**

### **Activity 1**

Students listen to parts of [The Planet Suite by Gustav Holst](#) and brainstorm words that describe the music.

#### **Key Questions:**

- How could these descriptions give us ideas for movement/choreography?

### **Activity 2**

Students are then asked to do another brainstorm on the solar system (or the topic of your choice). Encourage students to think of how things move in space. What speed, direction, quality, shapes exist in space. What kind of movement occurs in space? These will become stimulus words for the next activity.

### **Activity 3**

Students are then asked to select 3 words from the brainstorm and use these to guide their improvisation. Students keep these three words to themselves. Students will work in pairs – Partner A is the improviser, Partner B is the viewer/recorder. As Partner A improvises movement to the music from the Planet Suite (maximum 1 minute), Partner B records words to describe the movement their partner is performing. They can describe the shapes, lines, energy, force, tempo etc. You may like to have a word bank of the Elements of Dance Pairs then compare the recorded words with the stimulus words. Students then swap tasks so they each get a turn at improvising and recording. They can also share their favourite part of the movement they saw.

### **Conclusion**

Teacher then facilitates a class discussion about the students' experiences – were the observations similar to the stimulus words?

### **Follow up activities**

Teacher could build on this activity by delegating specific stimulus ideas/words to small groups of students (2-3 students). Students could be asked to choreograph 8 counts of movement that represent various aspects of the solar system/space. E.g. an asteroid (fast, straight line, collision, round etc.). Students then show their movements and the teacher can organise different groups in a specific form to create a short dance.