

Dancetrain Lesson Plan

Title:	Spatial Relationships	Suggested Stage/Year:	Stage 3 – Year 5 or 6
Dance Syllabus Area:	Composition	Topics:	Relationships in space
Prior Knowledge:	Students should have understanding spatial patterns and terminology	Cross Curricular Links:	Spatial awareness and patterns
Dancetrain Issue & Resources:	Nov/Dec 2019 Schoolies Relationships P92,93	Student workbook or worksheet to notate choreography	
Syllabus Outcomes:	DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent	DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances.	

Content

Introduction

Students are asked to share their understanding of the following terms and their use in dance and in everyday body language:

- Relationships
- Formations
- Distance
- Shape
- Direction

Teacher guides this discussion to allow students to share their understanding of how these tools can create meaning in dance

Body

Activity 1

Students work in pair – Partner A & B. Students walk around the space “filling the gaps”, moving into empty space. Teacher gives a relationship directive, and students are to follow this in relation to their partner. E.g.

- Near
- Far
- Partner A in front
- Facing away from your partner
- Side by side

Students must continue to travel around the room, but maintain the spatial relationship given by the teacher.

Activity 2

Students work in groups of 3 or 4

Use the words listed on p92

- a) Teacher calls out 1 or the words – e.g. behind. Students are given 1 minute to create a group formation/shape that uses this spatial relationship.
- b) Students hold this shape for 30 seconds.
- c) Repeat with various words and decrease the time given to create the shape. (3-4 different words)
- d) Students are then asked to create a movement/action to make their group formations move or they may like to sequence the group formations created with transition movements (use teacher discretion based on student ability)

Activity 3

Teacher introduce the concepts of

- **Copy**
- **Mirror**
- **Contrast**
- **Complementary**

Use the images in the **Schoolies Relationships P92,93** as examples. Try to get students to identify the use of these spatial relationships in other artforms – e.g. architecture, sculpture etc

Activity 4

Teacher selects 4 shape/simple movement. These may be movements known from previous choreography or new movement/shapes.

Students then work in pairs on the following task. Students should notate their decisions in a workbook/logbook:

1. Rehearse the 4 different shapes/movements given to you by your teacher
2. Decide which shapes you will be performed in which relationship:
 - mirror
 - copy
 - contrast
 - complementary
3. Work on choreographing these relationships as a pair
4. Decide what order you will place these shapes/movements in
5. Join the movements by creating transition movements between each shape
6. Rehearse your sequence

Conclusion

Students present their compositions to the class and respond to the following questions either verbally or in their workbook.

Key Questions:

- Which identify which sequences they liked or find interesting?
- Explain why
- What did you enjoy about this task?
- What did you find most challenging about choreographing?