

Dancetrain Lesson Plan

Title:	Relationship Composition	Suggested Stage/Year:	Stage 5 – Year 9/10
Dance Syllabus Area:	Composition	Topics:	Relationships Elements of Dance
Prior Knowledge:	Students should have reasonable knowledge of the elements of dance and be able to recall previous movement phrases worked on in class	Cross Curricular Links:	Collaboration, communication, literacy
Dancetrain Issue & Resources:	Nov/Dec 2019 Schoolies Relationships P92,93	Images from Dancetrain	Previous choreographic phrases/sequences worked on in class
Syllabus Outcomes:	5.2.1 explores the elements of dance as the basis of the communication of ideas	5.2.2 composes and structures dance movement that communicates an idea	5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
Teacher Notes:	This lesson could also be modified to assist HSC Major Study Composition students with the development of their Major Work.		

Content

Introduction

Students read the **Schoolies Relationships P92,93** article and highlight any words they are unfamiliar with. Teacher views each student's highlighting and clarifies terms which are unfamiliar

Body

Activity 1

Students identify examples of Spatial relationships that they can see in images from the dancetrain magazine and share their interpretation of what these relationships may be communicating to an audience. Students share other examples that they can think of either from dance works they have seen or been a part of. Encourage students to interpret meaning from each of their examples.

Students write these examples in their logbook/workbook

Activity 2

As a class, select 3 phrases/sequences of movement that students can recall and perform easily. Try to ensure you have a variety of movement within the sequences – e.g. change of level, dynamic, stillness etc.

Also try to ensure you have at least one locomotor and one non-locomotor phrase in your selection. Students are given 5 minutes to revise these phrases/sequences.

Activity 3 – Spatial Relationships

Students are to work in groups of 2 or 3 people. Teacher gives each group a direction and distance relationship to use and specific phrases from the selection made in activity 2. E.g.

- a) Facing each other – far away
- b) Facing away from each other but near
- c) Facing the audience
- d) All facing different directions

Teacher also specifies which combination of phrases are to be performed. Students rehearse these 1 or 2 times, then share their combination to the class.

Note: Ensure you vary the combinations given to each group

Audience members note the following in their logbook:

Watch – the movement being performed

Record – a description of the movement they saw using dance terminology/elements of dance

Interpret – write down their own thoughts on what the movement could mean or suggest

Activity 4 – Timing Relationships

Students keep their spatial relationship and layer in a timing relationship from the article. This can be teacher directed or students make their own selection:

- Canon (select one type from the list in the article)
- Include stillness within the phrase
- Call and response

Students rehearse these 1 or 2 times, then share their combination to the class.

Audience members note the following in their logbook:

Watch – the movement being performed

Record – a description of the movement they saw using dance terminology/elements of dance

Interpret – write down their own thoughts on what the movement could mean or suggest

Homework/Extension activity

Give students a specific relationship intended meaning - e.g.

- *Dominating*
- *Clash*
- *Learning from others*
- *Peer pressure*
- *Competition*

Students then devise the most effective combination of phrases (maximum of 3), spatial relationships and temporal relationships to communicate this to an audience. Refer to the article for suggestions. Students rehearse this, record their **choice of movement, spatial and timing relationships** and **why** they selected these. Then each group shares with the class. The class then share their thoughts on each group's composition.