

Dancetrain Lesson Plan

Title:	Describing Dance	Suggested Stage/Year:	Stage 3 – Year 5 or 6
Dance Syllabus Area:	Appreciation	Topics:	Dance Analysis
Prior Knowledge:	Students should be familiar with movement and spatial adjectives	Cross Curricular Links:	Literacy – writing
Dancetrain Issue & Resources:	Jan/Feb 2020 Schoolies <i>The Art of Describing Dance P70,71</i>	Student workbook or worksheet to notate choreography	
Syllabus Outcomes:	DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances.		
Teacher Notes:	Teacher familiarise themselves with the article prior to delivering the lesson. Jan/Feb 2020 – Schoolies <i>The Art of Describing Dance P70,71</i>		

Content

Introduction

Students recall the definition of the following types of words and consider examples in dance:

- **Verbs**
- **Adjectives**
- **Adverbs**

Body

Activity 1

Students complete the activity suggested in the Schoolies article on p70. You may have to pre-select some suitable images based on your students' literacy and dance vocabulary skills. This allows students to describe *shape*.

Activity 2

Teacher facilitates a discussion around the following key question:

- What is your understanding of the word **ABSTRACT**?

Activity 3

Introduce students to the concept of **Dynamics**

I.e. Dynamics in dance is described as: **Energy or Force**
Time

It is similar to a mathematical fraction/division.

This means the way in which a movement is performed – e.g. Shaky, smooth, sharp, strong, light, heavy, percussive, bouncy etc

Activity 4

Students view an excerpt of an appropriate contemporary Dance work. The opening sequence of Jiri Kylian's **Falling Angels** is a suitable piece.

Using the following table identify and describe the body parts being moved in the "Falling Angels" choreography. Then describe the dynamics being applied to that movement. Try to focus on the unusual movements and the interesting use of the body. Identify where the verbs and adjectives appear in the table once they have completed it.

Body part	Movement/action - What?	Dynamic - How?
Knees	Bend into squat	Smooth

Conclusion

Discuss with students what these movements remind them of. Link their suggestions back to their understanding of *abstraction*.

Have students write a paragraph (2-3 sentences) about what they saw in Falling Angels, using the word bank they created in the table above. Students then read their sentence to partner. See if their partner can recreate the movements they are describing.