Dancetrain Lesson Plan

Title:	**Describing Dance**	Suggested Stage/Year:	**Stage 6 – Year 11/12**
Dance Syllabus Area:	**Appreciation**	Topics:	**Dance analysis**
Prior Knowledge:	**Students should have a good understanding of the elements of dance and writing techniques such as metaphors and similes**	Cross Curricular Links:	**Communication, literacy**
Dancetrain Issue & Resources:	**Jan/Feb 2020 Schoolies** *The Art of Describing Dance P70,71*	*Images from Dancetrain*	**Footage of Terrain or other Bangarra dance works**
	4 coloured highlighters	*Sample Dance essays*	

Syllabus Outcomes:	P4.3 demonstrates the skills of gathering, classifying and recording information about dance	P4.4 develops skills in critical appraisal and evaluation
	H4.3 utilises the skills of research and analysis to examine dance as an artform	H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

Content

Introduction
Students read the **Schoolies -** *The Art of Describing Dance P70,71* article and highlight any words they are unfamiliar with. Teacher views each student's highlighting and clarifies terms which are unfamiliar.

Body

Activity 1
Complete the suggested activity on p70 using a range of images for Dancetrain. Students then repeat the activity using images from the set appreciation works they are currently studying.

Activity 2
Students read sample essays found here or use their own previous work samples. Ensure students see a range of samples and also have access to the **Essay Question**, as they will be referring to this in the next activity.

Activity 3

Students highlight the following types of information they see in the work sample using the following colour code:

YELLOW **WHAT?** **WHY? WHAT'S THE PURPOSE?**	**Description/Explanation** *Features you can see?* *What do they look like?*
BLUE **HOW?**	**Analyse/ Interpret** **HOW** *is it used?* *What does it tell you about the **meaning** of the piece?*
PINK **HOW WELL?**	**Evaluation** Positives v's negatives Does it serve the purpose for the meaning? Is it successful, suitable, or effective? How appropriate is it for the meaning or the audience? Make a Judgement
GREEN *What does this say about the* **WORLD?**	**Appreciate** *How does it develop our understanding of Dance as an artform?* *How does this broaden our understanding of different issues in the world/history/humanity?*

Students then circle or underline any information in the sample that does not relate to or answer the Essay Question.

Activity 4

Students compare and discuss the differences between the more successful samples and the less successful samples, making note of the quantity of different colours/highlighting. Have students identify any metaphors and similes they may have seen in the work samples. How have they been used?
Discuss that metaphor sentences can allow the writer to describe and interpret efficiently.

Homework/Extension activity

Students then create their own bank of Metaphors/Similes for their set analysis work, linking directly to their interpretation of the work.