

Dancetrain Learning from Home Task

Title:	Dance Museum	Suggested Stage/Year:	Stage 3, 4 & 5
Dance Syllabus Area:	Appreciation	Topics:	Initial response and artist intention
Dancetrain Issue & Resources:	Any Dancetrain magazine – Digital issue	Dancetrain photos page	Digital image search, and social media
Syllabus Outcomes:	DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances.	4.4.1 and 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning	
	4.3.2 identifies that dance works of art express ideas	5.3.1 describes and analyses dance as the communication of ideas within a context	
Teacher Notes	<p>Teacher can modify the instructions based on ability/level of students. Junior students may be more suited to using still photographs. Try to encourage High School students to use a combination of Still Images, Dance artists/Companies and Videos</p> <p>These tasks should be completed over a week or what would usually be a series of timetabled lessons. If you have the digital capacity, you could trial students collaborating on the one presentation.</p> <p>Teachers should create their own marking guideline based on the task criteria, any modifications they make and their students' stage.</p>		

Instructions for Students:

Introduction

Imagine you are the curator of a *Virtual Dance Museum* or *Virtual Dance Festival*

Curators are responsible for assembling, cataloguing, managing and presenting/displaying artistic and cultural collections. Some museums run volunteer programmes or offer work placements. **Curators** are in charge of a collection of exhibits in a museum or art gallery.

<https://targetjobs.co.uk/careers-advice/job-descriptions/279189-curator-job-description>

High School students can read [the Gallery of NSW Role of the curator](#).

Steps

- a) Choose a dance theme you would like to use to curate your museum/festival. Here are some suggestions:
 - Interesting Shapes
 - Dance Pioneers
 - A specific style e.g. Hip Hop, Ballet, Flamenco
 - Duets

- Dynamics
 - Famous Choreographers in time
- b) Use a range of platforms to find a range of the best images, videos or webpages that belong to your dance theme. You can use Dancetrain's photos and article on their website, as well as digital issues
 - c) Create a Presentation document such as Prezi, PowerPoint or Google Slides to present your museum/festival.
 - d) Use a separate slide for each piece you have chosen to include. You can copy the images or web links into your presentation file. High School students should aim for at least 10 pieces. Primary school should aim for 6 pieces.
 - e) You must include the following for each item you include
 - The details of the pieces: performer, choreographer and/or writer
 - Date it was taken or created (approximate)
 - Dance Style
 - The source information of your image, weblink or video (credit the artist) – e.g. Instagram page, Dancetrain webpage etc
 - Artist's intention – what do you think the artist/performer is trying to communicate in the image, video or webpage
 - Curators notes – Why you chose to include this piece – How does it relate to your chosen theme?
 - f) Ensure your presentation looks aesthetically appealing and has a consistent design theme.
 - g) Share this with your peers and teacher on your digital learning platform
 - h) All students must view their peers' published Dance Museum Presentation and must comment on what they liked about at least 3 presentations.