

Dancetrain Lesson Plan

Dancetrain Issue: **MayJun 2020 Thinking Big P2,3**

Title:	Dance as an Artform	Suggested Stage/Year:	Stage 6 – Yr 11 & 12
Dance Syllabus Area:	All Components	Topics:	Dance as an Artform
Prior Knowledge:	Students should understand interpretation	Cross Curricular Links:	History, Music, Visual Art & Drama
Syllabus Outcomes:	H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances	H4.1 understands the concept of differing artistic, social and cultural contexts of dance	
Teacher Notes	This task could be used as an introduction to Dance appreciation. Teachers should have set Dance work in mind that they are going to introduce to students.		

Content

Introduction

Students are asked to read the article **Thinking Big** on p2 & 3. Highlight Key points. Discuss what questions or thoughts arise for students after reading the article.

Body

Activity 1

Students are to consider a range of artforms and brainstorm/discuss the following

Key questions:

- What is the purpose of art?
- What would it be like to live in a country where art was restricted or non-existent?
- What kinds of reasons might a country have for restricting or censoring different artforms?
- What works of art have you seen/heard that have really helped you understand a concept from a different point of view? (this could be dance, music, literature, visual art forms or theatre)
- What works of art have you seen/heard that directly expressed your point of view or experience? How did it feel to have an artwork you could connect with?

Activity 2

Students consider more specifically, Dance as an Artform. Students are asked about their Major Study and the 3 components of dance. What dance “roles” are important in their Major Study component?

E.G. **Composition** = The composer/choreographer, the dancers and the audience

Appreciation = The Choreographer being studied, the audience (you) and the context of the work

Performance = The

Discuss the responsibilities each role has in relation to the component. E.g. The dancer’s role is to convey or interpret the Choreographer’s intent. The Choreographer’s role is to effectively communicate ideas to an audience through their dancer’s body. The audiences’ responsibility is to interpret meaning or connect with the dance work.

Students record these discussion notes in their workbook

- What can hinder or impact the experience of effectiveness of each role?

Activity 3

Students are to write an extended paragraph on the benefits of having art (specifically dance) accessible in a contemporary society. Students need provide examples of various dance works they have seen in their response, and make reference to the **Thinking Big** article

Conclusion

Students share their paragraphs with each other and gain feedback from their teacher.