

## Dancetrain Lesson Plan

Dancetrain Issue: **Jul/Aug 2020 p58-59**

Title:	<b>What is a Phrase</b>	Suggested Stage/Year:	<b>Stage 3 or 4</b>
Dance Syllabus Area:	<b>Composition</b>	Topics:	<b>Constructing a phrase</b>
Prior Knowledge:	<b>Students should have understanding of sentence structure</b>	Cross Curricular Links:	<b>Literacy</b>
Dancetrain Issue & Resources:	<b>Jul/Aug 2020 Schoolies</b> <i>The Art of Choreography P58-59</i>	<b>Previous choreographic phrases/sequences worked on in class.</b> <b>Example sentences</b>	
Syllabus Outcomes:	<b>DAS3.2</b> Explores, selects, organises and refines movement using the elements of dance to communicate intent	<b>4.2.2</b> composes dance movement, using the elements of dance, that communicates ideas	
Teacher Notes	This task is suitable for Yr 6, 7 or 8, but is also useful for Stage 5, or 6 revision. Teachers should use the text as reference notes. It is recommended that teachers create a written resource from key sections of this article that summarises what a phrase is and different examples. Teachers should also have examples of sentences that describe something different about one idea.		

### **Content**

#### **Introduction**

Students look at sample sentences – try to use simple and complex sentences as examples. Students identify what features make these SENTENCES, rather than a series of random words. Students should be able to identify capital letters, full stops, commas, conjunctives, nouns, adjectives, and verbs. Discuss what makes the various examples different – e.g. length, order, simple v complex etc.

#### **Student task**

1. Students revise a few different movement phrases they know from class dance. Try to ensure these are various in their length, types of movements and ensure they have a common motif or theme.
2. Teacher models the identification of what may be the “Capital letter”, “full stop”, “comma” or “conjunctives” movement features of the phrase – e.g. Starting position or initial movement may be the Capital Letter.
3. Students then work through identifying the same features in a different phrase.

4. Teacher & Class take a phrase they already know and try to rearrange the order of the movement in it. The class then discuss whether this works as a logical phrase –

### **Key Question:**

How does the new order of movement affect the momentum, flow, or logical sequencing of movement?

### **Creating your own phrase**

The Teacher select one movement from the phrases they already know to be the MOTIF movement. This will be the main word in the sentence.

Teacher provides students with a series of cards containing the following word:

MOTIF	Stillness	Travel/Locomotor
Jump	Rise and Fall	Open & Close
Turn	Balance	

Students also receive a check list

- Starting Position = Capital letter
- Movements in a logical order – consider momentum
- Finishing position = Full stop

In small groups (2 or 3 students) students then select 2 or 3 cards to construct their phrase or “sentence”. Students decide the order of their movements - e.g.:

Turn – MOTIF – Fall

Students then choreograph this phrase with their choice of movements and the motif. Students must use the check list to ensure their phrase as a beginning, goes somewhere and an ending. They can experiment with the order of their movements until they are happy with the flow and use of momentum.

Students share their phrase with the class and record their decision-making process and experimentation in their logbook or journal.