

## Dancetrain Lesson Plan

Dancetrain Issue: **Jul/Aug 2020 p34-37**

Title:	<b>Australian Choreographers in the Pandemic</b>	Suggested Stage/Year:	<b>Stage 5 or 6</b>
Dance Syllabus Area:	<b>Appreciation</b>	Topics:	<b>Choreographer case study</b>
Prior Knowledge:	<b>Knowledge of choreographic practice</b>	Cross Curricular Links:	<b>Literacy</b>
Dancetrain Issue & Resources:	<b>Jul/Aug 2020</b> <i>NOW - P34-37</i>	<b>Internet for independent research</b>	
Syllabus Outcomes:	<b>5.3.1</b> describes and analyses dance as the communication of ideas within a context	<b>P4.2</b> develops knowledge to critically appraise and evaluate dance <b>P4.3</b> demonstrates the skills of gathering, classifying, and recording information about dance	
Teacher Notes	This task is suitable for Yr 10 or 11 appreciation. It could be used as a task within the mandatory Australian Dance History area of study or to look at examples of Dance Films.		

### **Content**

#### **Introduction**

Group students in pairs and assign each pair with one of the articles about the following Australian Choreographers/Company.

Phluxus2 Dance Collective p34

Liesel Zink p34

Sani Woo and Annette Carmichael p35

Alison Plevey & Australian Dance Party p36&37

#### **Student task**

1. Teacher & Students visit this link and familiarise themselves with the role of Summarizer, Clarifier, Predictor & Questioner.  
[https://www.readingrockets.org/content/pdfs/reciprocal\\_teaching\\_bookmark.pdf](https://www.readingrockets.org/content/pdfs/reciprocal_teaching_bookmark.pdf)
2. In their pair students must take on 2 of the 4 roles each (or if you have enough students, they could work in groups of 4 and take one role each).

3. Students read their assigned article and pose questions or statements relative to their role as they go. Once students have all finished reading, they share their questions, or statements with their class.
4. Students then visit the respective websites related to their choreographer and undertake some general research on their choreographer/company.

SEE THE WORK AND CONNECT WITH THE ARTISTS – see p 37

*Exquisitely Isolated* by Phluxus2 Dance Collective

<https://www.facebook.com/Phluxus2DanceCollective/videos/171473804242460/>

Connect with Liesel Zink

<https://www.facebook.com/groups/contemporarydanceforloungerooms/>

*Because of You...* by Sandi Woo and Annette Carmichael

Projects - <http://annettecarmichael.com.au/because-of-you.html>

*Pandemic Behaviours* by Australian Dance Party -

[https://www.patreon.com/australiandanceparty/posts?fbclid=IwAR1xCLbESeCsqJie22xa5SvWXoHTu1kinkINebob4DRYgicANB\\_XrK1SNSU&sort=-published\\_at](https://www.patreon.com/australiandanceparty/posts?fbclid=IwAR1xCLbESeCsqJie22xa5SvWXoHTu1kinkINebob4DRYgicANB_XrK1SNSU&sort=-published_at)

5. Students work together to develop a Choreographic profile of their choreographer/company and some analysis of the work they have produced during the pandemic. Students may like to structure their analysis using the subheadings:

### **Choreographer/Company Profile (Location, Style, Influences etc)**

#### **Sample of choreographic work**

#### **Description**

#### **Analysis (interpretation)**

#### **Evaluation**

#### **Reference list**

6. Students present their research to the class.