

# Dancetrain Lesson Plan

Dancetrain Issue: **Sep/Oct 2020 p56-64**

Title:	<b>Seminal Artists Study</b>	Suggested Stage/Year:	<b>Stage 6</b>
Dance Syllabus Area:	<b>Appreciation</b>	Topics:	<b>Background, Training and influences of Choreographers</b>
Prior Knowledge:	<b>Basic knowledge of dance analysis</b>	Cross Curricular Links:	<b>History, Drama</b>
Dancetrain Issue & Resources:	<b>Sep/Oct 2020</b> <i>P56-64</i>	<b>Footage of Dance works by either Meryl Tankard or Akram Khan</b>	
Syllabus Outcomes:	P1.1/H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form		
	P4.3 demonstrates the skills of gathering, classifying and recording information about dance	H4.3 utilises the skills of research and analysis to examine dance as an artform	
Teacher Notes	This task is suitable for Yr 11 class in relation to Meryl Tankard and can be used as part of Australian Dance History as well as students studying Akram Khan in the 1990's-present era in Major Study Appreciation.		

## **Content**

### **Introduction**

Students read the relevant article for the Choreographer they are studying:

Akram Khan on p56-61

Meryl Tankard p62-64

Teacher leads a class discussion regarding the article they have just read.

### **Key Questions:**

- What did you remember?
- What resonated with you?
- What else would you like to know?
- What other questions do you have?

### **Student task**

Students will build a bank of evidence in which they link the statements or responses of the artist to specific movement examples from the artist's work, images or stylistic features of the work.

Students should follow the below steps as an example:

1. Find a quote in the article that you can link to the artist's work or features of their style.

e.g. *"my responsibility was to remind the audience that we are mortal. That we will die. We will go back to earth; we will become dust. We are not immortal."*

2. View the work that is being referred to. In this case it is Akram Khan's scene in the Opening Ceremony of the London Olympics, 'Abide with me'
3. Identify the symbols in the work that relate to ideas in the quote – in this case *mortality*.
4. Construct a paragraph that links what you see in the work and the quote you have selected from the article.

**e.g. In relation to his choreography for the London Olympic Opening Ceremony Khan states *"my responsibility was to remind the audience that we are mortal. That we will die. We will go back to earth; we will become dust. We are not immortal."* This is evident in his use of symbolism relating to life and death. A strong heart beat can be heard in the introduction of the accompaniment, the movement performed by the ensemble, in unison uses this heavy and powerful beat why generating a fast, forceful dynamic in a circling pattern. The 'wing' motif is introduced suggesting wings of an angel, once again reminding us that we are mortal. The ensemble disperses and create a wide corridor formation for Kahn to walk down, as if he is heading to heaven.**

Students repeat this process for each quote they have identified. They then share their paragraph with their teacher and peers for feedback.