

# Dancetrain Lesson Plan

Dancetrain Issue: **Jan/Feb 2021** Writing a Review **p58-59**

Title:	<b>Writing a Review</b>	Suggested Stage/Year:	<b>Stage 5 &amp; 6 (Year 10 or 11)</b>
Dance Syllabus Area:	<b>Appreciation</b>	Topics:	<b>Role of the critic &amp; Dance Analysis</b>
Prior Knowledge:	<b>Basic Dance analysis</b>	Cross Curricular Links:	<b>English &amp; Performing Arts</b>
Dancetrain Issue & Resources:	<b>Jan/Feb 2021</b> <i>SCHOOLIES Live Action</i> <i>Replay review P58-59</i>	<b>Review Samples:</b> Teacher will need to have a range of different reviews available for students. It may be useful to select reviews that show a range of styles of are on a dance work or choreographer they have previously studied.	
Syllabus Outcomes:	<b>5.3.1:</b> A student describes and analyses dance as the communication of ideas within a context	<ul style="list-style-type: none"> <li>• develop and apply their own criteria for judging performances and compositions</li> <li>• making judgements about the success of dance performances and compositions</li> </ul>	
	<b>P4.4:</b> Develops skills in critical appraisal and evaluation		

## Content

### Introduction

Students read the following table which specifies the different types of analysis. They then give each type a colour.

There are four different approaches to dance analysis:

<p>1. <b><u>Descriptive</u></b></p> <p>Descriptions of:</p> <ul style="list-style-type: none"> <li>o What movements were performed (<b>Actions, Shapes</b>)</li> <li>o How the movements were performed (<b>Time, Dynamics</b>)</li> <li>o <b>Formations</b> created</li> <li>o <b>Number</b> of dancers</li> <li>o <b>Costumes</b></li> <li>o Settings, lighting, etc</li> </ul>	<p>2. <b><u>Interpretive</u></b></p> <p>States meaning derived from movement</p> <ul style="list-style-type: none"> <li>o What is <b>communicated?</b></li> <li>o Can be descriptive but only for the purpose of interpretation (deriving meaning)</li> <li>o Can explain a feeling of a certain <b>atmosphere</b> that was created</li> <li>o Shows only the <b>writer's view</b>, not the choreographers</li> <li>o Is <b>subjective</b></li> </ul>
<p>3. <b><u>Evaluative</u></b></p> <p>Uses the writer's opinion</p> <ul style="list-style-type: none"> <li>o Points out both <b>positive and negative aspects</b> of the dance piece</li> <li>o Points out the most <b>effective parts</b></li> <li>o Makes <b>comparisons</b> to other works from the same or different choreographers</li> <li>o Points put <b>contrast</b></li> <li>o <b>No Descriptions</b></li> </ul>	<p>4. <b><u>Contextual</u></b></p> <p>Looks at the work in its context</p> <ul style="list-style-type: none"> <li>o States <b>conditions</b> that it was created under</li> <li>o States <b>choreographer's history</b></li> <li>o States <b>company/dancer's history</b></li> <li>o Describes <b>previous versions</b> of the work (if applicable)</li> <li>o Describes the <b>audience's response</b></li> </ul>

<ul style="list-style-type: none"> <li>○ <b>No Justification</b></li> <li>○ Is <b>Subjective</b> and <b>Opinionated</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Makes sense of meaning</b> that could be derived from the work</li> <li>○ Is <b>informative</b></li> <li>○ Can <b>defend the work</b> by giving <b>justifications</b></li> <li>○ Can change the reader's opinion</li> </ul>
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### **Student task**

1. Students are given a range of reviews (at least 3), including the LIVE ACTION REPLAY review on p58-59 of this issue. Students highlight sections of the reviews that demonstrate feature of the different types of analysis from the table above, using the colours they specified for each type of analysis. They may find that some reviews demonstrate features from several analysis types. Students then determine an analysis type for each review and share this with their peers/class.

### **Key Questions:**

- Which review gave you the most information?
- After reading these reviews, what do you think is the role of the Dance Critic?

2. Students then start to write their own review on a work they are currently studying or have previously studied.

3. Students use the following headings to plan their own review:

- Descriptions
- Interpretations
- Evaluation
- Contextual information

Encourage students to plan their information in dot points first under each heading, and then expand into compound sentences and paragraphs. Students will also need to include an introduction and conclusion, so draw their attention to how these have been written in the examples used in task 1. Try to encourage students to make links between information under each heading, rather than address them in separate paragraphs. E.g., link the interpretations with the descriptions, or perhaps justify their evaluations based on contextual information.