

Dancetrain Lesson Plan

Dancetrain Issue: **JulAug 2021** *Oceans & Canoes* **p62 & 63**

Title:	Scratching	Suggested Stage/Year:	Stage 6
Dance Syllabus Area:	Composition	Topics:	The Choreographic Process
Prior Knowledge:	Generation of movement and stimulus	Cross Curricular Links:	Artmaking, artist practice – VA, Playbuilding - Drama
Dancetrain Issue & Resources:	JulAug 2021 - <i>SCHOOLIES</i> “Oceans & Canoes” p62 & 63		
Syllabus Outcomes:	P3.2 understands the compositional process P3.5 devises movement material in a personal style in response to creative problemsolving tasks in dance composition P3.7 values their own and others' dance activities as worthwhile P3.7 values their own and others' dance activities as worthwhile	H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent H3.3 recognises and values the role of dance in achieving individual expression	
Teacher's Notes	This task can be conducted over a series of lessons and does include readings which could be set as homework, if class time does not permit.		

Content

Introduction

Have students describe their past experience in generating movement ideas, both as a dancer and choreographer. Then students read the “Oceans & Canoes” article on p62 & 63 of JulAug issue of Dancetrain. After reading the article, students share any strategies they have used or experienced before any what was new to them in Nerida's choreographic approach.

Student task

Students then read information on Twyla Tharp's *Scratching* technique in one of the following links.

[Twyla Tharp – The Creative Habit](#)

[Scratching Creativity blog](#)

Students then select one of the following suggested themes. They can work individually or as a pair:

Off the rails
Stronger, Higher, Faster
Patience
Red
Regeneration
Trust
Lead & Follow
Or their Own Choice

Students then begin to Scratch these ideas. They must undertake research and discussions with people around these topics. They could look for artworks, symbols, pieces of music, stories, related concepts. They must present these in a Journal/notebook form, ensuring any relationship between *scratchings* is shown in the journal. Allow students the freedom to change their theme if they are not making progress with their first choice.

PLAY - REALISE - REFLECT

From here, students follow Nerida's process in the article – PLAY, REALISE & REFLECT and begin to generate shapes, movement ideas (action), rhythms, dynamics, potential motifs and ideas on formal structure, which will come to form their overall composition