

# Dancetrain Lesson Plan

Dancetrain Issue: **NovDec 2021** Reviewing Reviews.

Title:	<b>Reviewing Review</b>	Suggested Stage/Year:	<b>Stage 5</b>
Dance Syllabus Area:	<b>Composition &amp; Appreciation</b>	Topics:	<b>Descriptive language, Stimulus &amp; Improvisation</b>
Prior Knowledge:	<b>Stimulus and improvisation. Writing techniques</b>	Cross Curricular Links:	<b>Literacy and Drama</b>
Dancetrain Issue & Resources:	<i>Dance reviews <b>sent exclusively to Education Subscribers (sent via email)</b> on “TWO” by Raghav Handa and “Firebird” by Fineline Dance.</i>		
Syllabus Outcomes:	<b>5.2.1:</b> A student explores the elements of dance as the basis of the communication of ideas.	<ul style="list-style-type: none"> <li>• explore the elements of space, time and dynamics in relation to a stimulus</li> <li>• stimulus as a starting point of dance composition</li> <li>• how personal style is a reflection of their movement choices</li> </ul>	
	<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>• describe how the body is used in space, time and dynamics in dance performance and composition</li> <li>• how the elements of dance are employed by the composer/choreographer to communicate ideas</li> <li>• the language of dance to describe movements in space, time and dynamics</li> </ul>	
Teachers notes:	This lesson plan could span a double period or a series of lesson over a week.		

## Content

### Introduction

Teacher distributes both reviews to students at random and ask the to read the text.

### Student task

#### Part A - Composition

1. Students are asked to highlight any descriptive language that evokes an image or sound in their mind in the reviews.
2. They also identify any writing techniques they know of such as metaphors, similes, alliteration etc and share with the class how these benefit the reader when reading a dance review.
3. Teacher asks students to share what they notice about how the reviews are structured and how this aids the review.
4. Students circle any word or phrases that could be used as a stimulus for movement. Students must also identify what type of stimulus this is.
5. Teacher then pairs students up to guide each other in a movement improvisation.

Stage 5 – Reviewing Reviews Dancetrain Lesson Plan NovDec2021 - Reviews avail. to Ed Subscribers

- Partners take turns to read a stimulus word/phrase, while the other responds by improvising 2 or 3 shapes/movements that represents that word/phrase or are a physical response to the word/phrase.
- This is repeated with at least 3 words/phrases from each partner
- Each dancer then develops (through selection & refinement) a short movement phrase for each stimulus word/phrase they work given by their partner.

### **Part B - Appreciation**

1. Pair from Part A present their movement phrases to another pair from Part A. This could be done as solos, duets or each performing their own phrases simultaneously.
2. The viewing pair (those watching the movement) write descriptive words and phrases that come to mind from the movement they see performed. This could be descriptive language from the elements of dance (or the aspects of the elements), however, teacher should encourage students to use the writing techniques seen in the reviews or other ones they discussed in Part A. These become their first impressions
3. Students share these impressions with their performers.
4. Students change roles, so the viewers become the performers of the phrases they developed and performers become viewers, writing their first impressions.

### **Conclusion**

Students share their experiences from this task with the whole class – e.g., what they feel more confident with in relation to writing about movement, stimulus and improvisation.