Learning from Home

*self-directed learning resource: CoVER SHEET*

*Please use the following checklist to indicate that this resource contains the following elements. Further guidance on these elements is provided in the template that follows.*

|  |  |
| --- | --- |
| **Self-directed learning resource checklist** | **✓** |
| Does the resource consist of self-directed learning activities that:   1. students can complete with minimal involvement from a teacher, parent or carer? o*r* 2. parents or carers can do with children (primarily for Levels A-D and Foundation-Level 2)?   Is each activity (and each task within an activity) clearly labelled (e.g. with a heading)?  Are the instructions for the student/parent/carer clear and explicit, and in plain English? | **✓**  **✓**  **✓** |
| Does the resource identify clear links to the [Victorian Curriculum F-10](https://victoriancurriculum.vcaa.vic.edu.au/):  1. Learning area 2. Level 3. Content descriptions | **✓** |
| Does the resource provide Learning Intentions in student-friendly language? | **✓** |
| Does the resource offer opportunities for assessment? | **✓** |
| Does the resource identify any prior knowledge, skills or understandings that students will require to complete the activities? | **✓** |
| Does the resource identify any additional materials or technologies that students will require to complete the activities? | **✓** |
| Does the resource meet the Department’s obligations regarding copyright?  *The Department has limited scope to use/reproduce copyright material in the LFH resources. Permission of the copyright holder (usually the author or publisher) is required in order to use/reproduce any ‘substantial part’ (which is not necessarily a big part) of copyright material (which includes online material). In general, short quotes or extracts of a text are not considered to represent a ‘substantial part’ and therefore can be reproduced. A handy list of useful educational resources that we can use/reproduce without infringing copyright is available* [here](https://www.smartcopying.edu.au/information-sheets/schools/useful-creative-commons-and-other-free-educational-resources-for-parents-supporting-students) | **✓** |

learning from home

self-directed learning resource template

|  |
| --- |
| Title of resource: Telling a story through dance |
| Learning Area: Dance |
| Level: 5-6 |
| What is this learning resource about? |
| This lesson is inspired by Australian author and illustrator, Shaun Tan’s, *The Lost Thing*. In *The Lost Thing,* a person finds a strange, animated object that seems lost and out of place. After a series of adventures, they find the place where other Lost Things roam, and it is released back into ‘the wild’.  Today we will create a dance ‘draft’ or ‘sketch’ based on a similar story.  This resource will take you step by step what you need to do to create the sequence. Together with the video, you will undertake a thorough, safe dance warm up, building technical dance skills such as control, coordination, strength, alignment, endurance, balance and accuracy. You will explore dance elements and choreographic tools through improvisation, to make an original dance sequence.  By making movement choices and completing the worksheet, you will reflect upon the results of your decisions and your experience today. |
| Learning intentions for students: |
| By following the activities, applying my imagination and completing the lesson: |
| I will practise dance technical skills of balance, coordination, control and alignment. |
| I will understand one way a choreographer may create a story through movement. |
| I will create a dance story. |
| I can describe the dynamic qualities I used and what effect they had on my movement. |
| Prior knowledge required: |
| * To successfully to undertake and complete these activities, students must show the ability to perform fundamental movement skills. * Watch this video prior to starting the class: Lost Thing Shaun Tan on Storytelling <https://youtu.be/FuEinrkrEs0> |
| Assessment opportunities: |
| There is no formal assessment in this lesson. Students should complete the worksheet provided, which contains information that could contribute to assessment. |
| Materials required: |
| * Access to the accompanying dance video and device to watch it from (i.e. if a DVD, you will need a device that plays DVDs and a screen; if you are accessing the video from the internet, you’ll need a computer, iPad, smart phone or tablet with internet access.) * Access to the online link or to samples of Shaun Tan’s *The Lost Thing.* |
| Summary of Learning Activities: |
| Activity 1: Safe Dance advice and warm up  Activity 2: Exploration of movement qualities  Activity 3: Development of a movement story  Activity 4: Cool down and reflection |

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Created for State of Victoria (Department of Education and Training) by Ausdance Vic. A picture containing flower, tree

Description automatically generated A drawing of a face

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## **Activity 1**

## **Title: Safe dance advice and warm up**

Firstly, follow the safe dance instructions:

* You will need an area at least 1.5 metres x 1.5 meters clear of furniture, rugs, things you may slip, trip or get stuck on
* If the floor is carpet, do not wear footwear
* If the floor surface is slippery, be careful in socks
* Wear clothing with allows good movement, preferably tracksuits or leggings
* Have some water nearby
* Pause the video whenever you need to

Follow the teacher through this contemporary dance warm up, which explores basic movements, body control, balance, strength and coordination.

We move from small movements to large movements, from slow to fast, from close to the body to reaching out into space.

## **Activity 2**

## **Title: Exploration of movement qualities**

If all movement was performed with the same quality, without dynamic variation, we and our audiences would quickly become bored.

Changing the quality or dynamics of movement adds interest and tells your audience a lot about your intention. For instance, if my intention is to show sadness in my movement, I will select movement qualities that support my intention.

Movements can be performed in ways that are:

* soft or strong
* heavy or light
* sudden or sustained
* direct or indirect.

**Task 1 Learn a movement sequence**

In this activity, you will learn a simple movement sequence. The teacher will guide you through this task, showing the sequence without any dynamic variation first.

**Task 2 Apply movement qualities to the movement sequence**

In this activity, we will experiment with the following movement qualities, applied to a simple movement sequence. Follow the teacher’s instructions on the video.

| QUALITY | DESCRIPTION | EXAMPLE |
| --- | --- | --- |
| SWINGING | Move in a smooth, curving line | A bell ringing, a twisting motion from side to side |
| SUSPENDED | Temporarily prevent from continuing; prolong a moment | Holding your breath |
| SUSTAINED | Continuing for an extended period without interruption | Running on the spot, at the same pace for 2 minutes |
| PERCUSSIVE | Action made with some degree of force | Like hitting a drum Sudden, direct and usually strong |
| VIBRATORY | Quiver, shake, vibrate | Like hummingbird wings |
| COLLAPSING | Fall or give way | Like the air coming out of a balloon |

## **Activity 3**

## **Title:** **Development of a movement story**

People love stories. Even in their very simplest form, stories have structure:

* A beginning that sets the scene
* Something happens to disturb or change the scene
* An ending

According to Christopher Booker, there are seven story types. Sometimes a story will use more than one story type.

* *Overcoming the Monster* (the monster can be human)
* *Rags to Riches* (Cinderella, Harry Potter)
* *The Quest* (the main character goes on a journey to do or discover something)
* *Voyage and Return*: (The Wizard of Oz)
* *Comedies*
* *Tragedies*; and
* *Rebirth* (‘where the hero realizes his error before it’s too late).

*The Lost Thing* is a quest story. We are going to follow a quest story in our dance making today. Dance is good at telling simple stories. It does not tell complicated stories very well though, not without the use of additional images and words. So, we will keep it simple.

**Task 1 Quest story through dance**

How can we represent a quest story through dance?

Read through your worksheet as our teacher reads the 4 sections of a story.

Section 1

You wake up in the night to find a small, glowing orb hovering above you. You try to touch it, but it eludes you. You play a light-hearted game of cat and mouse with it. As you do, you are quickly becoming friends.

Section 2

The orbs light begins to dim. You discover it needs to return home where it will return to health, but it has some enemies who want to stop it from achieving this. You agree to help it. You leave the house. It is dark and you are frightened because you know there is danger. You imagine danger in every dark shape or sudden noise. But the glowing orb, your friend hovers ahead, leading the way and encouraging you onward. What else might happen here?

Section 3

Dawn breaks and your friend’s light is dimming. You know its time is limited. You hold it in one arm and increase your pace. Your destination is in sight. At this point the enemies appear, trying to stop you from reaching your goal. You duck and jump over the things they throw at you. You dodge and swerve obstacles.

Section 4

Despite the challenges, you reach your destination. You say goodbye to your friend. It departs and you are left with a sense of sadness but satisfaction too.

**Pause the video**

* Get your worksheet and something to write with.
* Complete column B

**Resume the video**

**Task 2. Follow the story in movement**

* With the teacher, you will explore the 4 sections, showing contrasting movement qualities:

**Task 3. Choreograph each section**

* On your own, choreograph each section to the music we have supplied. You will notice it is in 4 sections. We will listen to each section together.
* Think more about the mood of the section than miming the story.
* Start with section 1.
* Select movements and movement qualities that best represent the story in that section.
* Once you are happy with the section and have rehearsed it a few times, move onto the next section.
* Complete this with all other sections.
* Practice the dance as many times as you need to the music we have supplied

**Task 4. Perform and record**

* Perform your sequence for a family member, fill in the worksheet and send to your teacher, if required.

## **Activity 4**

## **Title: Cool down and reflection**

Cool down helps us to focus back on our bodies and to relax our minds.

Please follow the teacher as we cool down together.

Victorian Curriculum Connections

Content descriptions

|  |  |
| --- | --- |
| Learning Area: Dance |  |
| Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)  Elaborations   * improvising new movement to communicate ideas in response to stimulus * exploring stimulus or analysing other dances to devise a variety of movement possibilities * using dance-making processes such as abstraction and improvisation to create movements and patterns that can be developed to become a sequence | |
| Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)  Elaborations   * participating in structured improvisations designed to build technical skill in body control, accuracy, alignment, strength, balance and coordination * making and recording decisions about selected movement such as what to keep, what to discard or how to extend an idea * rehearsing a combination of fundamental movements using different dynamics and levels, for example, faster and slower | |
| Optional  Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas (VCADAP031)  Elaborations   * presenting a dance performance using internet-based technologies | |