Learning from Home

learning from home

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| Title of resource: Impossible Object |
| Learning Area: Dance |
| Level: 5-6 |
| What is this learning resource about? |
| This lesson is also inspired by Australian author and illustrator, Shaun Tan’s, *The Lost Thing*. *The Lost Thing* is full of semi-familiar objects that do strange things.  We will use the idea of *objects that do strange things* to inspire the creation of our dance sequence today.  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 increase my dance technical skills of balance, coordination, control and alignment. |
| I will explore body actions in the making of my sequence |
| I will understand how to create new movement inspired by an object. |
| I can explain what choices I made and why I made them. |
| 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.* * A piece of paper, about A-4 size or 25x30cm in length |
| Summary of Learning Activities: |
| Activity 1: Safe Dance advice and warm up  Activity 2: Improvisation and exploration  Activity 3: Create and develop a movement sequence  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

Description automatically generated

## **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.

## **Activity 2**

## **Title: Improvisation and exploration**

“I don’t necessarily know what it’s about but by moving parts around and doing constant adjustments I start to develop conclusions and tell stories to myself.”

*Shaun Tan explains his drawing process -The 'Extras' for Rules of Summer*

<https://youtu.be/5etuXDP3xc4>

Shaun Tan begins his creative process by simply drawing, without trying too hard or worrying whether his attempts will work. In this way he frees himself up to explore possibilities. We will do the same.

In this activity we explore our object, a sheet of paper, to see what, in an alternate universe, it could be.

**Improvisation**

Hold your piece of paper. Allow the paper to turn into anything. We will start together. Our paper becomes a:

|  |  |  |
| --- | --- | --- |
| hat | telescope | pencil |
| leaf from a tree | something to blow bubbles | seat |
| ball | marble | sandwich |
| bird or butterfly | tray | pizza |

* Now you try on your own.
* On the drumbeat, change what the paper is or does. Don’t try to copy the teacher. This won’t work because it will too fast and you need to use your own imagination. Use the teacher as a guide, or inspiration only.

**Pause the video**

* In your worksheet or on a piece of paper, name the things you transformed your paper into. Try to remember as many of them as possible. Aim for more than 10 things in this list.
* Select 6 of these.
  + Create a shape or action that represents each of the 6 words
  + Put them in an order that feels right to you
  + Practise performing them in order until you remember the sequence
* This may take 10-15 minutes

**Resume the video**

## **Activity 3**

## **Title:** **Create and develop a movement sequence**

**Task 1. Apply turns, travel and changes in level**

* You now have 6 shapes or actions. We are now going to change them by adding travelling, turning and changes in level
* Keep the first shape or action as it is
* Make one turn (for instance, spin, circle slowly, spiral down to the floor, corkscrew up)
* Make one change in level (for instance, falling slowly with control, jumping or rising)
* Make one travel (for instance, crawling, slithering, creeping, walking, running, rolling, hopping, leaping)
* Keep the other as it is.

**Pause the video**

* Practise the order and the execution of the movement until you can easily remember it and the transitions between movements is easy and seamless.

**Resume the video**

**Task 2. Add stillness with the teacher**

* Like a game of musical freeze, perform your sequence until you hear the music stop. When it stops hold the shape and your focus until the music starts again. Keep repeating your sequence, over and over until the activity ends.
* *Our teacher will perform her movement sequence at the same time as you. Remember, her sequence will be different to yours. Imagine she is just another student performing her movements in the class at the same time as you.*

**Pause the video**

**Task 3. Add stillness on your own**

* Now, without anyone’s help, perform your sequence again, adding stillness wherever you think is best.
* Practise performing these movements as a sequence, several times to encourage muscle memory, good co-ordination, balance, control and accuracy.

**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 | |
| Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas (VCADAP031)  Elaborations   * presenting a dance performance using internet-based technologies | |