



BIG HEART STORY

Education Resource: Primary (F – 6)



Big Heart Story Education Resource Primary (F-6)

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Acknowledgements and Disclaimer

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These resources have been reviewed and approved by NAISDA Dance College. NAISDA and Frances Rings have given permission for the Indigenous content within the Big Dance to be taught.

This guide has been created to align with the Victorian Curriculum. Ausdance VIC takes no responsibility for changes to the Curriculum content.

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Acknowledgement of Country

Ausdance VIC acknowledges and respects the Traditional Custodians of the Lands on which we live, work and dance. Sovereignty was never ceded.

We celebrate the history and contemporary creativity of the world's oldest living culture and pay our respect to Elders – past and present.

We acknowledge the right to self-determination for First Nations People and seek to develop strong and lasting partnerships with Victorian First Peoples to achieve equity and prosperity in the communities we serve across the state.



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Foundation

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Level 2

Foundation – Level 2

Unit Plan

About this unit

In this unit, Foundation to Year 2 students explore Big Heart Story through body shape and actions and locomotor movements. They work with the teacher to make a group dance and perform this to an invited audience.

Big Heart Story (2018) by Frances Rings and Craig Bary to music by Huey Benjamin, shows the importance of country to Indigenous peoples through movement and dance. This deep relationship with country is many thousands of years old, in some cases, tens of thousands of years old.

Developmentally, students vary greatly from F-2. This unit responds to this variation by offering extension activities to Year 2 students, particularly as they collaborate in the making of their dance for performance. Teachers must use their discretion and knowledge of their students to determine the most suitable course of action.

We have provided 8 lessons in this unit plan. This provides teachers with space to repeat lessons or parts of lessons as required.

Alignment to Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Explore and Express Ideas

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Dance Practices

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Present and Perform

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond and Interpret

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Level 1-2 Content Descriptors

Explore and Express Ideas

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Dance Practices

Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)

Present and Perform

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

Respond and Interpret

Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge (VCADAR024)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priority

The Victorian Curriculum includes opportunities for students to learn about Aboriginal and Torres Strait Islander histories and cultures. The knowledge and skills that students are expected to develop about Aboriginal and Torres Strait Islanders histories and cultures have a particular and enduring importance and assists students to understand the uniqueness of these cultures and the wisdom and knowledge embedded in them.

Learning about Aboriginal and Torres Strait Islander histories and cultures:

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Unit 1 Preparation

Prior to using the lesson plans, aim to prepare the students for the unit by introducing, or deepening their understanding of, the history of their area and who the Indigenous people are. Suggestions for how to approach this can be found in the Introduction to this Education Resource.

Preparation for this unit should include:

- learning about local Indigenous history and culture
- discovering the ways in which place is important to Indigenous peoples and how that affects many aspects of culture
- paying respect to the custodians of the land on which they live and go to school, including those in the past, present or who will take on the responsibility in the future.

Lesson 1: People, place and story

Time: 45 minutes

Overview

Big Heart Story, uses movement to show the importance of country to Indigenous peoples. This deep relationship with country is many thousands of years old, in some cases, tens of thousands of years old. In this session students and teachers consider the Australian continent, its diverse geography, plants and animals.

Learning Objectives

- discover the importance of place to Indigenous peoples and how that affects many aspects of culture
- consider the diverse geography of the Australian continent
- explore shape, space and pattern and discover how these can represent ideas

Activities	Lesson 1	
Activity 1	Why I love Australia	10 minutes
Activity 2	Solo shapes	5 minutes
Activity 3	Group Shapes	10 minutes
Activity 4	Patterns	10 minutes
Activity 5	Reflection: Why do you love Australia?	10 minutes

Lesson 2: On The Move

Time: 45 minutes

Overview

Students explore and improvise body actions through non-locomotor and locomotor activities based on the text *Olga the Brolga*. They discover how their bodies can move at high, medium and low levels, considering the space between themselves and others. In small groups the students will create shapes and arrange these into a short sequence that they can show to others. They use appropriate dance language to identify key features of the dances they create.

Learning Objectives

- identify and explore the technical and expressive capacity of locomotor movements and non-locomotor body actions
- learn to move safely in relation to other bodies in the room
- create a short dance sequence that reflects the mood, shapes and drive of *Olga*

Activities	Lesson 2	
Activity 1	Read <i>Olga the Brolga</i>	5 minutes
Activity 2	Bend, stretch, twist, turn	5 minutes
Activity 3	On the Move	10 minutes
Activity 4	Create <i>Olga's</i> dance	10 minutes

Activity 5	Perform for each other	10 minutes
Activity 6	Discuss how your dance made you feel and how to dance safely	5 minutes

Lesson 3: Body Basics

Time: 45 minutes

Overview

In Big Heart Story the dancers use two main body bases, in standing and sitting. They use upper and lower bodies as well as left and right sides. In this session, students explore their own bodies' basic anatomical structure. They improvise to investigate the potential range of body parts, body bases and body zones, discovering and being guided in safe ways to move. Students will use upper and lower bodies as well as left and right sides. This work connects to the next lesson, in which the Big Heart Story choreography is introduced.

Learning Objectives

- identify and explore technical and expressive movements present in Big Heart Story
- describe and safely explore every day body actions and their expressive potential
- contribute to the creation of a short dance sequence

Activities	Lesson 3	
Activity 1	Simon Says	5 minutes
Activity 2	Warm up: Shake Shake Shake	5 minutes
Activity 3	Dancing body parts	10 minutes
Activity 4	A dance of lines and curves	10 minutes
Activity 5	Manipulating the sequence	10 minutes
Activity 6	Perform for each other and discuss	5 minutes

Lesson 4: Body Actions

Time: 45 minutes

Overview

In Big Heart Story Australia (2018), the dancers perform a range of body actions. In this lesson, students watch and discuss how Aboriginal and Torres Strait Islander Peoples' ways of life are depicted through Big Heart Story. They are asked to consider body actions they

use in everyday life, drawing on these to supplement the movement vocabulary for their dance making of their own Big Heart Story.

Learning Objectives

- identify and explore technical and expressive movements present Big Heart Story
- describe and safely explore everyday body actions and their expressive potential
- contribute to the creation of a short dance sequence

Activities	Lesson 4	
Activity 1	Warm up: Body Part Bingo	5 minutes
Activity 2	View Big Heart Story	5 minutes
Activity 3	Big Heart Story body actions	10 minutes
Activity 4	Begin to make a group dance	10 minutes
Activity 5	Everyday actions and moving from place to place	10 minutes
Activity 6	Practice the dance and discuss	5 minutes

Lesson 5: Developing Skill and Memory

Time: 45 minutes

Overview

In Big Heart Story, the dancers perform movements with skill and coordination. They remember the movements for themselves. This takes practice. In this lesson, students begin the process of developing the technical skills of control, coordination and balance. They recall the order of movements and patterns and pathways of formations, entries and exits.

Learning Objectives

- practice technical and expressive movements present in Big Heart Story
- explore choreographed body actions and explore their expressive potential
- use body actions safely while rehearsing a short dance sequence

Activities	Lesson 5	
Activity 1	Space Freeze	5 minutes
Activity 2	Recap and practice the dance	10 minutes
Activity 3	Add to the Dance	20 minutes
Activity 4	Space Freeze	5 minutes

Lesson 6: Developing Musical Understanding through Dance

Time: 45 minutes

Overview

Composer Huey Benjamin created the music for Big Heart Story. The music has a strong steady beat that has a sense of being 'grounded' or connected to the earth. Most dancers respond to the beat of the music as well as the rhythms created. In this lesson, students are introduced to some of the simple beats, rhythms and tempos used in dance. This session requires teachers to prepare a playlist in advance.

Learning Objectives

- learn to identify and improvise to different beats, rhythms and tempo
- perform every day movement in relation to tempo to explore their expressive potential
- practice technical and expressive movements present in Big Heart Story

Activities	Lesson 6	
Activity 1	Copy-cat rhythms	5 minutes
Activity 2	Twinkle Little Star	5 minutes
Activity 3	Hand clapping games and songs	10 minutes
Activity 4	Practice your class's Big Dance	10 minutes
Activity 5	Free dance - improvisation	10 minutes
Activity 6	Relaxation	5 minutes

Lesson 7: Performance Techniques

Time: 45 minutes

Overview

To this point in the program, F-2 students have created a short dance with their teacher. This dance is unique but also reflects aspects of the original movement choreographed by Francis Rings and Craig Bary.

In this lesson, we ask students:

- What is a performance?
- What do you have to think about when performing?

- How should audiences act when watching a performance?
- What special things should be pay attention to when performing our Big Heart Story?

Learning Objectives

- learn about and begin to apply performance protocols and strategies
- explore locomotion and stillness
- practice technical and expressive movements present in Big Heart Story

Activities	Lesson 7	
Activity 1	Teacher led warm up	5 minutes
Activity 2	Follow the Leader	5 minutes
Activity 3	Discussion	10 minutes
Activity 4	Practice your class's Big Heart Story and film	10 minutes
Activity 5	View the recorded dance and discuss	10 minutes
Activity 6	Relaxation	5 minutes

Lesson 8: Show Time!

Time: 45 minutes

Overview

Students perform their dance to an invited audience. This may take place in Lesson 8, but you may find that you need to repeat Lesson 7 to build confidence, memory and performance skills. Students should be encouraged to wear red, white or black T-shirts.

Learning Objectives

- perform a dance for an invited audience applying limited performance protocols
- develop performance skills including focus and memory skills
- reflect on own performance, the performance of the group and communication of ideas

Activities	Leeson 8	
Activity 1	Teacher led warm up	10 minutes
Activity 2	Mental preparation and focus	10 minutes
Activity 3	Performance	10 minutes
Activity 4	Reflection	15 minutes

Foundation – Level 2

Lesson Plans 1 – 8

LESSON 1: PEOPLE, PLACE & STORY

Overview

Big Heart Story (2018) by Frances Rings and Craig Bary to music by Huey Benjamin uses movement to show the importance of country to Indigenous peoples. This deep relationship with country is many thousands of years old, in some cases, tens of thousands of years old. In this session students and teachers consider the Australian continent, its diverse geography, plants and animals.

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)09

Learning Objectives

Students will:

- discover the importance of place to Indigenous peoples and how that affects many aspects of culture
- consider the diverse geography of the Australian continent
- explore shape, space and pattern and discover how these can represent ideas.

Activities

Activities	Lesson 1	
Activity 1	Why I love Australia	10 minutes
Activity 2	Solo shapes	5 minutes
Activity 3	Group Shapes	10 minutes
Activity 4	Patterns	10 minutes

Lesson Detail

Activity 1: Why I Love Australia

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Read Bronwyn Bancroft's book which takes students on a journey around Australia. The publishers describe it:

'Gorges that plummet into serpentine shadows ... Cloaks of white that drape the rocky crags of snowy mountains ... In this magnificent celebration of country, Bronwyn Bancroft uses both images and words to explore the awe-inspiring beauty of the Australian continent, and to express the depth of her feelings for it.'

Bancroft, B., *Why I Love Australia* by Bronwyn, Little Hare Books, 2016

Activity 2: Solo shapes

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Select one or two words or phrases from each page of the book, fewer for Foundation, such as 'big rivers shaped by mystical beings' or 'boab trees' or 'floating fields of billowing grasslands.'
- Use a simple instrument (such as a triangle or set of chimes) and ring this to let the students know to make their shape and hold it.

Activity 3: Group shapes

- Students remain spread out in the room.
- Practice getting into groups of various sizes. You sound the instrument and call out 'groups of 2' and students should quietly move into groups of 2. You call out 'groups of 4' and the students move into groups of 4. Repeat this with as many numbers as you like, until the students comprehend the task.
- Repeat the above activity but on the sound of the instrument, the students must get into group numbers of the size you call out and create a shape based on the ones in the book, but this time the shape is created by the entire group. For example, if you ask them to make the shape of a big river, the students might lay on the floor, making a long, wriggling line, or stand in a tight circle with their arms reaching high to form a boab tree.

Activity 4: Patterns

Music suggestion: music of William Barton

- Show some examples of patterns. In the book, the waves ‘pound the beaches and create patterns of driftwood and shells. Explain that patterns are made from a sequence or shape that re-occurs often enough to give it form.
- Students get into a big circle then four lines.
- Show them how a group can make ‘patterns’, for instance
 - A B A B A B where A= star shape, B= tiny round ball shape
 - concentric circles
 - four lines down the room with one line standing, the other sitting or lying down.
- Ask the students to make other suggestions and try a few of these.
- Break Year 2s into two large groups and see how many kinds of patterns each group comes up with.
- Each group shows the other the patterns they have made.

Activity 5 Reflection: Why I love Australia

- Review the session’s activities, from reading the book *Why I Love Australia* to the activity that involved recreating patterns. Ask the students for some other aspects of Australia that they love. This may have to do with places, flora, fauna, people or events. Write some of these on the board and consider what shapes the students may have given these.
- Finally, take a few minutes to stretch out on the floor, arms and legs reaching out as far as they can go, then hugging knees to chests. Do this a few times and introduce breath into the action: breathing in on the stretch and out on the curl.

Resources

Text:

- Bancroft, B., *Why I Love Australia* by Bronwyn, Little Hare Books, 2016

Music:

- Music by William Barton
- Music by Australian Indigenous Artists
<https://www.creativespirits.info/resources/music/>

Images:

Shisma: https://commons.wikimedia.org/wiki/File:Japanese_Wave_Pattern.svg,
<https://creativecommons.org/licenses/by-sa/4.0/legalcode>



Hesperian: https://commons.wikimedia.org/wiki/File:Banksia_menziesii_bract_pattern.svg
“Banksia menziesii bract pattern“, <https://creativecommons.org/licenses/by-sa/3.0/legalcode>



Foundation – Level 2

LESSON 2: ON THE MOVE

Overview

Students explore and improvise body actions through non-locomotor and locomotor activities based on the text *Olga the Brolga*. They discover how their bodies can move at high, medium and low levels, considering the space between themselves and others. In small groups the students will create shapes and arrange these into a short sequence that they can show to others. They use appropriate dance language to identify key features of the dances they create.

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will

- identify and explore the technical and expressive capacity of locomotor movements and non-locomotor body actions
- learn to move safely in relation to other bodies in the room
- create a short dance sequence that reflects the mood, shapes and drive of Olga.

Activities

Activities	Lesson 2	
Activity 1	Read Olga the Brolga	5 minutes
Activity 2	Bend, stretch, twist, turn	5 minutes
Activity 3	On the Move	10 minutes
Activity 4	Create Olga's dance	10 minutes
Activity 5	Perform for each other	10 minutes

Activity 6	Discuss how your dance made you feel and how to dance safely	5 minutes
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Lesson Detail

Activity 1: Read Olga the Brolga

- Read Rod Clement's *Olga the Brolga*, pointing out the unusual shapes that Olga and her friends create.

Activity 2: Bend, stretch, twist and turn

Music suggestion: Colette Shows Him Le Ropes [From Ratatouille], Disney Pixar's Greatest Hits

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Show a picture from the book that demonstrates Olga bending. Students create the shape they see. Encourage students to move into the shape over 3 counts and freeze in the shape. Practice this a few times, until the students understand what is being asked of them and can competently follow the instruction.
- Ask students to explore 4 different ways of bending. Teachers can cue a different exploration by clapping hands, for instance:
 - bending the spine forward and back, clap
 - bending the elbows, clap
 - bending at the wrists, clap
 - bending from side to side.
- Repeat this approach with Olga stretching, twisting and turning.
- Turn this into a game of musical freeze, on the spot.
- Teachers call out the mode of moving and chooses when to freeze.
- Call out the next mode of moving at the end of the freeze, before turning the music on again.

Activity 3: On the Move

Music suggestion: Swing Gitane by The Underscore Orkestra

In this activity, the students will move like Olga and her friends.

- Discuss with students the ways in which Olga might move across space – darting, slipping, hopping, flapping, and gliding crawling like Ellie the crocodile, slithering like a snake.
- Arrange students in lines across the back of the room (side by side, but with room to move without touching others) progressing forward towards the front of the space.
- Elaborations can include moving slow, fast, high and low, forward, sideways and backwards.

Activity 4: Create Olga's Dance

In this activity, the students work in small groups or pairs to create the dance that Olga may have performed for her friends.

- Begin by reviewing and practising the bend, stretch, twist and turn SHAPES from the text.
- The group or pair number and order their shapes 1-4
- The group or pair must then change the level of one of their shapes.
- Ask students to connect these movements with one of the travelling movements from Activity 3. This will then be their completed sequence.
- They should practise the sequence so that they can perform it without talking or stopping.
- Finally, ask the students to think about how Olga felt when she was dancing, and to try to convey this in their performance of the dance.

Activity 5: Perform for each other

Music suggestion: Clare de Lune, Debussy (slow) and Fly Drive [from Carrington] from Chasing Planes, the Piano Music of Michael Nyman.

- Divide the class into half. One half will sit where they are while the other half perform for their peers.
- Select two musical tracks, one moderately fast and the other slow. Play the fast first, while the students perform. Then play the second. Swap roles.

Activity 6: Discuss how your dance made you feel and safe dance

- Facilitate a discussion where students.
 - Describe how the music influenced the way they performed.
 - Reflect on how performing felt.
 - Analyse how they made the dance space safe today.
 - Did anyone bump into anyone else? Why? Why not?
 - What do I need to change to make this better?
 - Appreciate interesting shapes, movements or combinations.
 - Which movements work best?

Resources

Text:

Clement, R. 2005, Angus & Robertson, an imprint of Harper Collins Childrens' Books, Australia

Music:

- 'Colette Shows Him Le Ropes', Michael Giacchino, Disney/Pixar Greatest, 2007

- Swing Gitane, The Underscore Orkestra (Free Music Archive)
<https://freemusicarchive.org/music/>
- Clair de Lune, Debussy first published 1890
- Fly Drive, Valentina Lisitsa, Chasing Pianos - The Piano Music Of Michael Nyman, 2014

Foundation – Level 2

LESSON 3: BODY BASICS

Overview

In Big Heart Story, the dancers use two main body bases, in standing and sitting. They use upper and lower bodies as well as left and right sides. In this session, students explore their own bodies' basic anatomical structure. They improvise to investigate the potential range of body parts, body bases and body zones, discovering and being guided in safe ways to move. Students will use upper and lower bodies as well as left and right sides. This work connects to the next lesson, in which the Big Heart Story choreography is introduced.

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

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Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will

- identify and explore technical and expressive movements present in Big Heart Story
- describe and safely explore everyday body actions and their expressive potential

- contribute to the creation of a short dance sequence.

Activities

Activities	Lesson 3	
Activity 1	Simon Says	5 minutes
Activity 2	Warm up: Shake Shake Shake	5 minutes
Activity 3	Dancing body parts	10 minutes
Activity 4	A dance of lines and curves	10 minutes
Activity 5	Manipulating the sequence	10 minutes
Activity 6	Perform for each other and discuss	5 minutes

Lesson Detail

Activity 1: Simon Says

Play a game of Simon Says while sitting. Calling out different body parts such as nose, ear, stomach, knee, toes. Increase the level of difficulty by:

- touching a body part that is not the same as the one you're calling out (for instance, you say wrist but point to your ear)
- performing the game lying on the floor. In this way, copying others is more difficult.

Activity 2: Warm Up: Shake, shake, shake

Music suggestion: Shake Senora Harry Belafonte

Ask students to stand up and form a large circle, facing inwards, with enough space between individuals to reach their arms out to the side, without touching anyone else.

- Play some up-beat music
- Shake a body part to the music, shake it high, low, into and out of the circle.
- For safety reasons, begin gently, and build in size and speed over the course of the song/ music. Whether you can shake vigorously depends on the body part. Avoid shaking the head too vigorously.
- Repeat this approach with other body parts.
- Turn to face the line or circumference of the circle and travel forward and sideways shaking hands, shoulders, hips, knees.

Activity 3: Dancing body parts

- Turn back to face the inside of the circle.
- Play some quiet music.
- Ask the students to follow your movements as exactly as they can.
 - Demonstrate upper body movements and lower body movements.
 - Movements on the right side then on the left side.
 - Use the whole body. Back to one body part.
 - Challenge students to move at a large scale and at a very small, micro scale.
- Initially this is teacher-led, but can be student led, depending on the capacity of individuals in the group.
- Elaborations can include moving into the circle and back to original places in ways that are slow, fast, high and low, forward, sideways and backwards.

Activity 4: A dance of lines and curves

- Ask the students to spread out in the space. In this activity, the students create a dance of lines and curves either on their own or in pairs (younger students may perform and create better on their own).
- Begin by discussing lines and curves. Show some images of lines and curves.
- Ask the students to create lines using single body parts, multiple parts or the whole body, creating a new shape whenever you say 'change'. Ask students what they feel like when performing lines only (robots, machines may be mentioned).
- Repeat using curves.
- Alternate straight lines with curved lines.
- With the students, select 2 interesting line shapes and 2 curved shapes and arrange these into an order so that one movement flows into another. This will then be their sequence.
- This sequence will be performed slowly, at a medium speed and then fast.
- They should practise the sequence so that they can perform it without talking or stopping.

Activity 5: Manipulating the Sequence

Music suggestion: The Scare Floor [From Monsters, Inc.]

- Ask the students to practice balancing on different body bases:
 - One foot, hands, bottoms, stomach, knees, back,
 - A combination of these, such as one foot and two hands.
 - Teachers can lead by calling out the body base and by noting how long students can balance.
- Go back to the students' sequence. See if the sequence can be performed kneeling, lying down, on one foot, balancing on bottoms.

Activity 6: Perform for each other and discuss

- Divide the class into half. One half will sit where they are while the other half perform for their peers.
- Teacher can invite the students to perform the movements as they did in the original sequence and then manipulated by performing on another body base.
- Facilitate a discussion where students
 - Discuss the difference between original phrase and the manipulated phrase, from the observers' point of view and from the performers' point of view.
 - Appreciate interesting shapes, movements or combinations.

Resources

Visuals:

- Lines and curves – drawings

Music:

- 'Jump in the Line' (Shake, Senora) composed by Lord Kitchener, performed by Harry Belafonte, Jump Up Calypso, RCA, 1961
- Gymnopedie No 1 by Eric Satie, first published in 1888
- 'The Scare Floor', Randy Newman, Disney/Pixar Greatest, 2001

Foundation – Level 2

LESSON 4: BODY ACTIONS

Overview

In Big Heart Story Australia (2018), the dancers perform a range of body actions. In this lesson, students watch and discuss how Aboriginal and Torres Strait Islander Peoples' ways of life are depicted through Big Heart Story. They are asked to consider body actions they use in everyday life, drawing on these to supplement the movement vocabulary for their dance making of their own Big Heart Story.

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge (VCADAR024)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VICICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will

- identify and explore technical and expressive movements present in big dance
- describe and safely explore everyday body actions and their expressive potential
- contribute to the creation of a short dance sequence.

Activities

Activities	Lesson 4	
Activity 1	Warm up: Body Part Bingo	5 minutes
Activity 2	View The Big Heart Story resource	5 minutes
Activity 3	Big Heart Story body actions	10 minutes
Activity 4	Begin to make a group dance	10 minutes
Activity 5	Everyday actions and moving from place to place	10 minutes
Activity 6	Practice the dance and discuss	5 minutes

Lesson Detail

Activity 1: Warm Up (Body Part Bingo)

Music suggestion: Carnival of the Animals (14 short songs) by composer Charles-Camille Saint-Saëns

- Ask students to spread around the room, with plenty of personal space around each. In this teacher-led activity, ask students to
 - combine body parts from set A with body actions from set B (in the resource section of this resource) and call these out to students.
 - respond by moving the body part in the way the body action suggests. For instance, wriggle fingers, circle nose, float arms.
- Practice without music.
- Choose a range of music tracks that can be played for several seconds as students improvise movement with body parts.
- **Turn the music off when you are giving instructions and ask students to ‘freeze’ as you speak.**
- Stand up and form a large circle, facing inwards, with enough space between individuals to reach their arms out to the side, without touching anyone else.

Activity 2: View Big Dance

- Watch Big Heart Story <https://www.bigdance.org.au/learn>
- Discuss:
 - What actions do you see?
 - What do you think the movement might represent?
 - Which body parts are they using?
- Make a list of the body parts and of the body actions the students see. You can add these to the bingo cards if they are not there (see resources).

Activity 3: Big Heart Story body actions

Big Heart Story contains many body actions that are related to nature. These include waves, heartbeat, paint, fishing, sun, gather.

- Learn some of the Big Heart Story gestures and combine these together in a short sequence.
- Select a maximum of 8 actions to start with.
- Visit the AllPlay Big Dance site to download dance cards and see some of the actions or watch the videos here and have fun selecting your own favourite body actions: <https://allplaydance.org.au/big-dance/>
- Consider the order of the movements. Ask the students what they think.
- Repeat the actions as many times as you like before moving onto the next action. Depending on the level of the students, you might vary the number of repetitions so that there is some degree of unpredictability. Some children, including those in Foundation, may need a predictable format, such as 4 repetitions of each action.

Activity 4: Begin to make a group dance

- Practice the movement sequence above. This will become a ‘base phrase’ of the students’ own Big Heart Story. The choreography will return to the base phrase several times in the dance piece.
- Consider the element of space. Decide where you will place the students to begin the sequence, for example, in a circle, in a line, in several lines or dotted around the room.
- Listen to the Big Heart Story music and focus on the element of time, (speed and beat of the music).
- Practice the sequence so far to the music.

Activity 5: Everyday actions and moving from place to place

Big Heart Story begins with an introduction of 6 sets of 8 counts.

- Use this introduction to bring your students into the performance space in the most interesting way possible.
- Ask students how they got to school this morning and what they did when they arrived.
- Look for actions that travel (walking, running, getting into or out of a car, crawling inside playground equipment). Ask:
 - Did you walk fast or slow?
 - **Did you hold anyone’s hand?**
 - Did you run in a straight line or all about?
 - Did you line up before coming into class?
 - Did you swing or crawl on the play equipment?
- Write these actions down as a list
- Practice a few of the actions on the list.
- Select one action or several actions. Ask students to perform the action/s as they enter the space and arrive at their beginning positions, ready to perform. For instance:
 - crawling or running into place
 - walking in pairs
 - holding hands
 - a combination of any of these.
- Try a few options if necessary and select the one that you or the students think is the best.
- Select other movements from the list to get students into other spatial arrangements as the dance develops.

Activity 6: Practice the dance and discuss

- Practice the entrance and the base phrase (8 movements combined) several times.
- Seat the students and discuss:

- What is do you think our dance is about?
- What is the meaning?
- How we best convey that meaning?
- What did they do well?
- What would improve this work?

This encourages students to begin to identify areas of strength as an individual and as part of a group. It also begins to build movement-based vocabulary.

Resources

Visuals:

- Big Heart Story videos: <https://www.bigdance.org.au/learn>
- AllPlay Big Dance site: <https://allplaydance.org.au/big-dance>
- Access to the internet, or pre-downloaded video file
- Projector or electronic whiteboard, computer
- Body Part Bingo Cards
- Stereo and music device

Music:

- *Carnival of the Animals*, Charles-Camille Saint-Saëns first published February 1886
- *Gymnopedie No 1*, Eric Satie, first published in 1888
- *Big Dance* by composer Huey Benjamin, downloaded from the Big Dance website

Body Part Bingo Cards

Set A – Body Parts

Fingers	Back	Legs
Knees	Head	Wrist
Nose	Shoulder	Bottom
Eyes	Stomach	Neck
Chin	Hips	Toes
Feet	Elbow	Arms

Set B – Body Actions

Float	Twist	Stretch
Throw	Roll	Dab
Wriggle	Curl	Bounce
Circle	Bend	Push with

Swing	Shake	Draw with
Tap	Tighten and relax	Point with
Wave	Lift	Flick
Lower	Open	Close
Curve	Straighten	Move forward
Move back	Move up	Move down

Foundation – Level 2

LESSON 5: DEVELOPING SKILL AND MEMORY

Overview

In Big Heart Story Australia (2018), the dancers perform movements with skill and coordination. They remember the movements for themselves. This takes practice. In this lesson, students begin the process of developing the technical skills of control, coordination and balance. They recall the order of movements and patterns and pathways of formations, entries and exits.

Victorian Curriculum Achievement Standards

By the end of the Foundation year students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge (VCADAR024)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will

- practice technical and expressive movements present in Big Heart Story
- explore choreographed body actions and explore their expressive potential
- use body actions safely while rehearsing a short dance sequence.

Activities

Activities	Lesson 5	
Activity 1	Space Freeze	5 minutes
Activity 2	Recap and practice the dance	10 minutes
Activity 3	Add to the Dance	20 minutes
Activity 4	Space Freeze	5 minutes
Activity 5	Relaxation	5 minutes

Lesson Detail

Activity 1: Space Freeze

- Ask students to move around the space without touching anyone - walking, running, galloping, hopping, crawling, marching, using the locomotor words provided in the resource section.
- **On the teacher's 'Freeze', the students must maintain their balance in whatever shape they freeze in.**
- An extension of this exercise is to vary the speed of the travelling actions. Slow motion locomotor movements take more skill; quick movements require more care in terms of safe dance.
- **Establish the rule 'no touching anyone' at the beginning. Anyone breaking the rule must sit out for a while.**

Activity 2: Recap and practice the dance

- Discuss the entrance and sequence of movements you created with the students in the previous session.
- Walk it through and then practice it twice to music.

- Remind the students of what they want to communicate with their bodies this piece.

Activity 3: Add to the dance

- Confirm the shape of the choreography is as follows:
 - A1 Students move into formation 1 (starting positions)
 - B Base phrase
- Develop the choreography repeating this structure:
 - A1 Students move into formation 1
 - B Base phrase
 - A2 Students move into formation 2
 - B Base phrase
 - A2 Students move into formation 3
 - B Base phrase
 - Conclusion and reverence (bow to the audience)
- Decide on the 3 formations your students will move into. Practice these.
- Take photos for future reference of who stands in what position.
- Determine how long the students must travel and get into each formation.
- Practice the shape of the dance – entrance, phrase, move to formation 2, phrase, move to formation 3, phrase.
- Show the final movement and describe the reverence (bow to audience).
 - At the end of Big Heart Story, the dancers lean forward from the waist, drop their heads and with knees slightly bent and spread their arms to the side. We recommend that you use this shape as the end of your dance.
 - Hold the shape for 6 counts before standing upright.
- Practice bowing forward from the waist. One bow performed over 4 counts is usual.

Extension Activities

- Vary the travelling movements in A2 and A3 by return to the list of travelling actions the students offered two sessions prior, or try the following:
 - Discuss different animals and plants that you might see if you walked across Australia: birds flying, snakes slithering, wombats crawling, berries you might pick.
 - Use your own discretion and experiment with layering an animal action or plant related action to a travelling movement; for instance, walking and picking berries, creeping and slithering hands like a snake, crawling slowly and carefully like a wombat.
- Try out different things until you find something most students can do confidently and well.
- Use this locomotor activity to travel into a different formation, for instance pairs facing each other or side by side; from the back of the space to the front; into a circle.

- Depending on the year level of your students, you can develop a second base phrase to be performed after A2.
 - Place students into small groups to create their own 8-16 count phrases (making this in the same way you constructed the first).
 - Ask students to perform the second phrase in small groups, one at a time, instead of all together at the same time. Students not performing might sit while they wait their turn to perform their phrase.
 - After A3, complete the dance by performing B (the original base phrase) in unison.

Activity 4: Space Freeze

- Reward the student for good focus and concentration with a robust game of Space Freeze.

Activity 5: Relaxation

- Students lay on the floor and close their eyes.
- Guide them through 5 slow breaths in and out, 1 big yawn and a bit of a wriggle.

Resources

- Locomotor word list
- Stereo and music device Music:
- ‘Pokinoi’, Saltimbanco, Michael Delaney Cirque Du Soleil, RCA Victor, 1992
- ‘Don’t Worry Be Happy’, Simple Pleasures, Bobby McFerrin, EMI Manhattan Records, 1988
- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website

Locomotor word list:

Slither	Leap	Slide	Tip toe
Crawl	Chase	Fall	Inch
Creep	Turn	Shunt	Stomp
Dash	Race	Roll	March
Dart	Ooze	Shuffle	Glide
Scurry	Float	Drag	Bounce
Dawdle	Sneak	Walk	Skate
Plod	Stride	Run	Follow

Foundation – Level 2

LESSON 6: DEVELOPING MUSICAL UNDERSTANDING THROUGH DANCE

Overview

Composer Huey Benjamin created the music for Big Heart Story Australia, (2018). His **steady beat that has a sense of being ‘grounded’ or connected to the earth. Most dancers** respond to the beat of the music as well as the rhythms created. In this lesson, students are introduced to some of the simple beats, rhythms and tempos used in dance. This session requires teachers to prepare a playlist in advance.

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge (VCADAR024)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the impression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will:

- learn to identify and improvise to different beats, rhythms and tempo

- perform everyday movement in relation to tempo to explore their expressive potential
- practice technical and expressive movements present in Big Dance.

Activities

Activities	Lesson 6	
Activity 1	Copy-cat rhythms	5 minutes
Activity 2	Twinkle Little Star	5 minutes
Activity 3	Hand clapping games and songs	10 minutes
Activity 4	Practice your class's Big Heart Story	10 minutes
Activity 5	Free dance - improvisation	10 minutes
Activity 6	Relaxation	5 minutes

Lesson Detail

Activity 1: Copy-cat Rhythms

- Ask students to sit on the floor. Clap out a rhythm, which they then copy. Start with simple clapping patterns, such as 1, 2, 3, pause 1, 2, 3, pause and progress to more difficult ones.
- You can base the more difficult rhythms on nursery rhymes without singing the song, for example
 - Row, Row, Row Your Boat
 - Jack and Jill Went Up the Hill
 - Humpty Dumpty
 - Ring a Ring of Roses
 - London Bridge Is Falling Down
 - One Two Buckle My Shoe
- Invite students to name the song.
- Build on this activity by investigating the songs, rhymes or chants your students might experience at home. In this way songs from many cultures and backgrounds are invited into the creative space.

Activity 2: Twinkle, Twinkle, Little Star

Music suggestion: Twinkle, Twinkle, Little Star from YouTube: <https://binged.it/2z8Uvaz>

In this activity we investigate the English nursery rhyme.

- Begin the activity by asking who knows the song and to sing it if they can.
- Now play the music and listen.
- Teach the words of the song and add some actions:

Twinkle, twinkle, little star	4 x star bursts with hands (one hand, other hand, one hand, other hand, gradually lifting to reach the sky
How I wonder what you are!	Take both arms out to sides
Up above the world so high,	Take both arms high to the sky
Like a diamond in the sky	Form a diamond with fingers, lower hands and look through diamond
Twinkle, twinkle, little star	Sprinkle stardust forward, away from body
How I wonder what you are!	Sprinkle stardust into laps, hands clasp together

- Show students the written music below. The black notes are quarter notes. There are 4 quarter notes in the first bar.
- Clap this first bar with the students. This is the beat or pulse which keeps everything together.
- Repeat this rhythm 12 times and sing the song. You will notice that in every second bar, there is a note that is not fully filled in. This is a half note and is worth the duration of 2 quarter notes. When clapping this out, hold your hands together for 2 beats.
- Practice this with the class a few times.
- Combine the first bar (clap x 4) to the second bar (clap x 3 and hold for 1). Repeat this rhythm 6 times.



Variations

- Foundation: Break the group in two. Ask one group to improvise their own star dance while the music to Twinkle Twinkle Little Star is playing.

- Years 1-2: Split the group into 2 groups. The first group will clap the beat. The other group will clap the rhythm. Swap over.

Activity 3: Hand clapping games and songs

Many cultures have hand clapping games and songs which play on different rhythms. Many also increase in speed, to test the performers' skill and coordination.

- Listen to 'A Sailor Went to Sea:' <https://youtu.be/A6--HPjnwPU>
- Students face a partner and they:
 - clap their own hands
 - **clap their partner's right hand**
 - clap their own hands
 - **clap their partner's left hand**
 - **clap both their hands with their partner's hands x 3.**
- Repeat this entire pattern throughout the song, increasing in tempo as the song progresses
- Now try the hands from the Heel Jug Polka
- Extension Activities
- Older students can quickly learn the entire Brown Jug Polka
 - Face their partners in 2 long lines
 - Mirroring each other students perform: heel, tow, heel toe, gallop to the side x 4
 - Repeat with the other foot and the gallops in the other direction
 - Face partner 3 claps with right hand, 3 claps with left, 3 double hand claps, 3 x knees
 - Link right elbows and skip in a circle around your partner
 - Repeat all again.

Activity 4: Practice your class's Big Heart Story

- Listen to the Big Heart Story music and mark the beat by using percussion with different body parts, for instance: the chest, hands, sides of legs.
- Review the dance, talking it through first and then rehearsing it a few times through. Focus on the elements of time (speed, beat, rhythm).

Activity 5: Free dance - improvisation

This is a chance for the students to experience moving to a range of world music styles.

- Prepare your music in advance on a playlist so that you can quickly move from one style to another.
- Note which pieces of music resonate most with you students.

Activity 6: Relaxation

- Students lay on the floor and close their eyes.
- Guide them through 5 slow breaths in and out, 1 big yawn and a bit of a wriggle.

Resources

- Stereo Music device
For teachers only – Introduction to Clapping Games
https://youtu.be/RNVjc3c_SSc

Music:

- A Sailor Went to Sea <https://youtu.be/A6--HPjnwPU>
- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website
- Brown Jug Polka, The Shenanigans, Shenanigans Music, Bush Dances of New Holland, Vol. 2, 1994
- Hora, an Israeli folk dance
- ‘Oye China’, Radio Tarifa - Rumba Argelina, World Circuit 1994
- Ancestral Voices, R. Carlos Nakai_William Eaton, Canyon Records, 1994
- ‘Tchavolo Swing’Latcho Drom (Bande Originale Du Film), Caroline Records, 1993
- Soy, Gypsy Kings Gypsy Kings – Soy, P.E.M., 1993
- Track 1 from the motion picture, Amélie, Yann Tiersen, Virgin Records, 2001
- Yismechu, Bohemian Nights2017,
<https://bohemiannights.bandcamp.com/track/yismechu>

Foundation – Level 2

LESSON 7: PERFORMANCE TECHNIQUES

Overview

To this point in the program, F-2 students have created a short dance with their teacher. This dance is unique but also reflects aspects of the original movement choreographed by Francis Rings and Craig Bary.

In this lesson, we ask students:

- What is a performance?
- What do you have to think about when performing?
- How should audiences act when watching a performance?
- What special things should be pay attention to when performing our Big Heart Story?

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use choreographic devices to select and organise movement ideas and create and practise dance sequences (VCADAD022)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge (VCADAR024)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will

- learn about and begin to apply performance protocols and strategies
- explore locomotion and stillness
- practice technical and expressive movements present in Big Dance.

Activities

Activities	Lesson 7	
Activity 1	Teacher led warm up	5 minutes
Activity 2	Follow the Leader	5 minutes
Activity 3	Discussion	10 minutes
Activity 4	Practice your class's Big Heart Story and film	10 minutes
Activity 5	View the recorded dance and discuss	10 minutes
Activity 6	Relaxation	5 minutes

Lesson Detail

Activity 1: Teacher led warm up

- Ask students to stand in a big circle, facing the centre, with enough room between them to swing arms without touching. In this simple, teacher-led warm up, starting with isolations of joints, small movements to bigger muscle groups and larger movements. For example:

- Look up, look down, look to the side and the other side, tilt your head, circle it.
- Lift and lower, circle shoulders.
- Lift arms individually and together, circle whole arms gently, making the circles larger gradually.
- Hands on hips, circle hips one way then the other.
- Lift one leg, bend at the knee; circle lower leg one way then the other.
- Hold the leg with hands interlaced underneath the thigh and balance; circle the foot one way then the other, repeat with other leg.
- With feet together, little knee bounces, little jumps on the spot, star jumps, running on the spot.
- Big steps into the middle of the circle, big steps out; creep into the centre of the circle and out; hop in and out, march in and out etc.
- Stand with feet wide apart and breathe in slowly, take the arms up, breathe out slowly, take the arms down.
- With feet together, bend your knees and touch your toes, gently straighten **knees in this position, but don't force this stretch, respect your limitations.**
- You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.

Activity 2: Follow the Leader

Music suggestion: Anything fun and light-hearted.

- Try to transition smoothly between Activities 1 & 2.
- Prepare your playlist to ensure one piece of music follows the other. As they are both relatively non-verbal, and are teacher led, this should be possible. All you need **to do is to say, 'follow me!' and the students generally will. Have fun with this game.** You can:
 - Move forward, backwards, sideways, in circles, zig zags, straight lines.
 - Move at a high, medium or very low level, close to the ground.
 - Be a commando, lead a marching band or explore the deep seas as a scuba diver.
 - **Balance on the edge of a cliff, or fly through the sky, climb a ship's mast and look for lost treasure.**
 - Roll down a hill or get stuck in the mud, do a fire dance or be an astronaut. Your imagination is the limit.
 - Add a freeze at any point, without stopping the music, to add to the fun factor.
- As a development, in future repetitions of this activity, ask the students where they **would like to go and what they'd like to do.**

Activity 3: Discussion

- Watch the Big Heart Story video.
- Talk about focus, concentration, standing still, being ready to start, listening to the music, remembering the dance.
- Ask students
 - What must we do to be ready to perform?
 - What do we need to do when we perform a dance?
 - What do we do after we perform and after others perform?
- Start from the audience perspective: They usually come because they are invited **and interested. They want to see the performers do well, so they're usually on your side.**
- Explain audience rules:
 - The audience sits or stands where they are asked to.
 - The audience turn off their devices.
 - The audience stops talking when the performers arrive and stay quiet while the performance takes place.
 - The audience shows their appreciation of the performance by clapping, or shimmering hands in the air.
 - The audience waits for the performers to leave before leaving themselves.
 - As audiences ourselves we try to comment on the good things we saw.
- Explain performer rules:
 - Performing is great fun, but it takes a bit of getting used to.
 - Performers arrive at the performance venue a long time before the audience.
 - Performers prepare themselves by warming up and getting into their costume and makeup.
 - Performers know what they are going to do and have practiced a lot beforehand.
 - **Performers keep their voices very quiet and don't talk at all before and when they come onto the stage or performance space.**
 - Performers keep performing until the end of a piece, even if they forget something
 - **Performers usually don't stop and wave at people they know in the audience. They can see these people later.**
 - **Performers don't talk to each other when they are performing.**

Teaching Tips

There are several things you can do to support your students performing to the best of their ability. Discuss aspects of the following in the context of watching the Big Heart Story video. Change the language to suit the age of your students.

Inspire confidence

The students don't have to be perfect, but they do need to feel that will be able to remember and perform the dance from start to finish. So, in the weeks prior to

performance, ensure they practice often. Positive encouragement and specific feedback are critical in the rehearsal phase but provide only positive encouragement and general comments prior to performing.

Learn to be present.

Help students set aside any problems or worries, and fully focus on performing the dance.

Continue even when you make a mistake

In your rehearsals, remind students that if anything unexpected happens, try to keep going. **Chances are that the audience won't notice. Don't dwell on mistakes or worry about what people think, just concentrate on what the next action is.** Remind the students that you will **be there and won't allow anything terrible to happen.**

Commit

It is important that students fully commit to their dance performance. If they try their best, **you will be proud of them and so will others. Help the dancers believe what they're about to do is truly awesome!**

You, as teacher, must also commit. Don't change the choreography at the last minute. This tends to have the effect of undermining the students and increasing anxiety. Accept that rarely is anything perfect and that might include the choreography.

Activity 4: Practice your class's Big Heart Story

- Practice waiting to come into the performance space.
- Practice arriving into beginning places with the music. Repeat this as many times as necessary.
- Remind students about focus and concentration.
- Practice the dance.
- Practice the entrance and the dance and record it on video.

Activity 5: View the recorded dance and discuss

Show the recorded dance and discuss:

- What worked and why?
- What was interesting?
- How could we make it better?

Activity 6: Relaxation

- Ask students to lay on the floor, close their eyes and imagine themselves performing the Big Dance for family and friends.
- Guide them through five slow breaths in and out, one big yawn and a bit of a wriggle.

Resources

- Stereo
- Music device
- Recording device, leads
- Playback device – computer monitor, electronic whiteboard, or other

Music:

- Big Dance by composer Huey Benjamin, downloaded from the Big Dance website

Video:

- Big Dance <https://www.bigdance.org.au/learn>

Foundation – Level 2

LESSON 8: SHOW TIME!

Overview

Students perform their dance to an invited audience. This may take place in Lesson 8, but you may find that you need to repeat Lesson 7 to build confidence, memory and performance skills. Students should be encouraged to wear red, white or black T-shirts.

Victorian Curriculum Achievement Standards

By the end of the Foundation year, students

- make and perform dance sequences and demonstrate safe dance practice.
- describe what happens in dance they make, perform and view.

By the end of Year 2, students

- use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.
- communicate about dances they make, perform and view, and discuss where and why people dance.

Alignment to Foundation Content Descriptors

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (VCADAE017)

Use choreographic devices to organise movement ideas and create dance sequences (VCADAD018)

Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (VCADAP019)

Respond to dance, expressing what they enjoy and why (VCADAR020)

Alignment to Levels 1 and 2 Content Descriptors

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021)

Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023)

Identify where people can experience dance in the local community, for example, talking with Aboriginal and Torres Strait Islander people about how dance sustains and communicates cultural knowledge (VCADAR024)

General Capabilities

Critical and Creative Thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)

Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)

Intercultural Capability

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Foundation

Respond to dance, expressing what they enjoy and why (VCADAR020)

Levels 1 and 2

Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander peoples (VCADAR024)

Learning Objectives

Students will:

- perform a dance for an invited audience applying limited performance protocols
- develop performance skills including focus and memory skills
- reflect on own performance, the performance of the group and communication of ideas.

Activities

Activities	Lesson 8	
Activity 1	Teacher led warm up	10 minutes
Activity 2	Mental preparation and focus	10 minutes
Activity 3	Performance	10 minutes
Activity 4	Reflection	15 minutes

Lesson Detail

Activity 1: Teacher led warm up

Ask students to stand in a big circle, facing the centre, with enough room between them to swing arms without touching. In this simple, teacher-led warm up, starting with isolations of joints, small movements to bigger muscle groups and larger movements.

For example:

- Look up, look down, look to the side and the other side, tilt your head, then circle it.
- Lift and lower, circle shoulders.
- Lift arms individually and together, circle whole arms gently, making the circles larger gradually.

- Hands on hips, circle hips one way then the other.
- Lift one leg, bend at the knee; circle lower leg one way then the other.
- Hold the leg with hands interlaced underneath the thigh and balance; circle the foot one way then the other, repeat with other leg.
- With feet together, little knee bounces, little jumps on the spot, star jumps, running on the spot.
- Big steps into the middle of the circle, big steps out; creep into the centre of the circle and out; hop in and out, march in and out etc.
- Stand with feet wide apart and breathe in slowly, take the arms up, breathe out slowly, take the arms down.
- With feet together, bend your knees and touch your toes, gently straighten knees in **this position, but don't force this stretch, respect your limitations.**

You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time. Use steady or quiet music for this to manage performance anxiety.

Activity 2: Mental preparation and focus

- Ask the students to sit down with hands in laps, or lay down, not touching anyone else. Ask them to listen to your voice and then follow the activities.
 - Close eyes
 - Breathe in quietly for 4 counts and out for 4 counts. Repeat this several times.
 - Breathe in and tighten their whole bodies for 3 counts and breathe out and relax for 6 counts. Repeat 3 times.
 - Ask students to visualize themselves performing successfully and remind them of all the reasons they have to be a confident performer.
- Put on some relaxation music and lead them in a good stretch: hands over head reaching out as far as they can, repeat again with a big yawn, reach for toes, slowly tilt head from side to side, forward to touch chin to chest. Include any other favourite activities.
- As you do this, remind students to set aside any problems or worries, and fully **focus on performing the dance. Tell them that what they're about to do is truly awesome!**

Activity 3: Performance

- Introduce the dance to your audience. The way you do this will depend on the context. A Welcome to Country may have been given by a guest Elder, or an Acknowledgement of Country by your Principal. If either of these has not available, please consider doing this yourself as you are about to show a dance that draws

upon Indigenous culture. This act shows respect for Indigenous peoples and nations.

- Tell the audience a little about the inspiration for your dance, for instance, that you drew upon Big Heart Story choreography of Frances Rings and Craig Bary, using the music, specially composed for the dance by Huey Benjamin.
- Briefly describe how you and the students constructed the piece. This will help the audience understand some of the deep learning that is going on and the connection to the cross-curriculum priority.
- Thank the audience for their attention and start the music.
- Students perform.

Activity 4: Reflection

It is useful to record the performance and playback for later reflection. Reflection immediately after a performance is important to build confidence and to express appreciation for effort, but the most valuable reflection comes when the performer is not so emotionally connected to the moment of performance. The reflection activity is best undertaken a week after the performance. You can show the students their performance several times: once to simply enjoy it. The second time to analyse it.

After the performance, discuss with students:

- Was it successful?
- What would improve this work?
- What have I learnt about myself?

Resources

- Stereo
- Music device
- Recording device, leads
- Playback device – computer monitor, electronic whiteboard, or other

Music:

- Big Dance by composer Huey Benjamin, downloaded from the Big Heart Story website

Video:

- Big Dance <https://www.bigdance.org.au/learn>

Level 3 – Level 4

Level 3 – 4

Unit Plan

About this unit

In this unit, students explore Big Heart Story through body parts, zones and actions. They explore ideas by experimenting with direction, time, dynamics and relationships and extend the technical skills by engaging with more complex movement. They work with the teacher to make a group dance and perform this to an invited audience.

Big Heart Story (2018) by Frances Rings and Craig Bary to music by Huey Benjamin shows the importance of country to Indigenous peoples through movement and dance. This deep relationship with Country is many thousands of years old, in some cases, tens of thousands of years old.

We have provided 9 lessons in this unit plan. This provides teachers with space to repeat lessons or parts of lessons as required.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017)

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VICCCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Unit 2 Preparation

Prior to using the lesson plans, aim to prepare the students for the unit by introducing, or deepening their understanding of, the history of their area and who the Indigenous people are. Suggestions for how to approach this can be found in the Introduction to this Education Resource.

Preparation for this unit should include:

- learning about local Indigenous history and culture
- discovering the ways in which place is important to Indigenous peoples and how that affects many aspects of culture

- paying respect to the custodians of the land on which they live and go to school, including those in the past, present or who will take on the responsibility in the future.

Lesson 1: People, place and story

Time: 60 minutes

Overview

In this session, students discuss local geographical features and discuss the importance of country to Indigenous people. They discuss the book *Why I love Australia* and consider ways in which they can represent place through movement and shape. They watch *Big Dance* and discuss what ideas might be expressed by the dancers in each group: red, black and white.

Learning Objectives

- Discover the importance of place to Indigenous peoples and how that affects many aspects of culture.
- Consider the diverse geography of the Australian continent.
- Explore shape, space and pattern and discover how these can represent ideas.

Activities	Lesson 1	
Activity 1	Read <i>Why I love Australia</i>	15 minutes
Activity 2	Solo shapes	10 minutes
Activity 3	Group Shapes	10 minutes
Activity 4	Patterns	10 minutes
Activity 5	View <i>Big Heart Story</i> and discuss	15 minutes

Lesson 2: Red Part 1

Time: 60 minutes

Overview

In this session students explore and improvise body actions through non-locomotor activities.

They explore movement at high, medium and low levels, considering the space between themselves and others. In small groups, the students experiment with pivoting actions and select and arrange these into a short sequence to show to others. They use appropriate dance language to identify key features of the dances they create. They begin the process of learning Big Heart Story, focusing on the red group.

Learning Objectives

- Identify and explore the technical and expressive capacity of non-locomotor body actions, particularly the action of pivoting around a fixed point
- Improvise and develop a movement phrase using the elements of dance that expresses the idea of **being 'stuck'**
- Learn to move safely on an individual level as well as in relation to other bodies in the room

Activities	Lesson 2	
Activity 1	Alignment – tall bodies vs collapsed bodies	10 minutes
Activity 2	Technical challenge A – pivots	10 minutes
Activity 3	View Big Heart Story – whole group	10 minutes
Activity 4	Learn Red Part 1	20 minutes
Activity 5	Discussion	10 minutes

Lesson 3: Red Part 1 and Entrance

Time: 60 minutes

Overview

In this session students explore and improvise with body bases, zones and body parts through non-locomotor activities. They explore known movements and alternative ways to perform them, while considering safe dance practices. The students collaborate with the teacher to develop an entrance to the dance and combine this with the existing learnt material. They rehearse this and use appropriate dance language to identify key features of the dances.

Learning Objectives

- Identify and explore the technical and expressive capacity of locomotor movements and non-locomotor body actions, body bases and body zones
- Practice moving safely on an individual level as well as in relation to other bodies in the room
- Collaborate in the development of the entrance section of the dance

Activities	Lesson 3	
Activity 1	Dancing body parts and zones	5 minutes
Activity 2	Discussion – dance safety and peripheral vision	5 minutes
Activity 3	Technical Challenge – Body bases	5 minutes
Activity 4	Create an entrance	15 minutes
Activity 5	Rehearse entrance and Big Heart Story Red Part 1	20 minutes
Activity 6	Review, reflect and focus	10 minutes

Lesson 4: Red Part 2

Time: 60 minutes

Overview

In this lesson, students improvise with body parts and actions and contribute to a collective warm up dance. They revise the entrance and Part 1 of Big Heart Story, then learn Part 2. As they revise and learn, they focus on the elements of dance: space (body shape, levels, direction, pathways, groupings), energy (dynamics – soft, strong, heavy, light, sustained, suspended, percussive, vibratory, collapsing) and the relationships between groupings.

Learning Objectives

- Improvise with body parts and actions safely
- Contribute to a collective warm up dance
- Revise and learn sections of dance focusing on elements of dance: space, energy and the relationships between groupings

Activities	Lesson 4	
Activity 1	Warm up – Together, together	10 minutes
Activity 2	Body Part Bingo	10 minutes
Activity 3	Revise the dance	10 minutes
Activity 4	Watch Big Heart Story and Learn Part 2	20 minutes

Activity 5	Reflection	10 minutes
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Lesson 5: Developing Skill and Musicality

Time: 60 minutes

Overview

In Big Dance Australia 2018, the dancers perform movements with skill and coordination. They remember the movements and perform this in time to the musical beats. This takes resilience and perseverance, practice and discipline. In this lesson, students begin the process of developing the technical skills of control, coordination and balance. They start to discern the difference between beat and rhythm. They recall the order of movements and patterns and pathways of formations, entries and exits.

Learning Objectives

- Practice technical and expressive movements and sequences applying understanding of the underlying beat and tempo
- Explore choreographed body actions and their expressive potential
- Develop musical appreciation and capacity to imitate simple rhythms

Activities	Lesson 5	
Activity 1	Warm up	5 minutes
Activity 2	Copy-cat rhythms	15 minutes
Activity 3	Practice the dance	30 minutes
Activity 4	Shake it all out	5 minutes
Activity 5	Reflection	5 minutes

Lesson 6: Red Part 3 – Creating an Exit

Time: 60 minutes

Overview

In Big Heart Story we see three groups perform the dance. In this session, we discuss why there are three groups, how the choreographic devices of contrast and unison are used and their effect on the choreography and the communication of ideas. Students will create the last part of the choreography, an exit from the performance space. As students in 3-4 are only learning the Red section, the focus is on understanding their place within an entire piece of choreography.

Learning Objectives

- Reflect upon and appreciate their role within a larger piece of choreography
- Continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- Contribute further to the choreography by collaborating to make an exit to the piece

Activities	Lesson 6	
Activity 1	Teacher led warm up	10 minutes
Activity 2	Same, Same, Different	5 minutes
Activity 3	View Big Heart Story and discuss	10 minutes
Activity 4	Create an exit	10 minutes
Activity 5	Mark the dance	10 minutes
Activity 6	Practice the dance to music	10 minutes
Activity 7	Warm down	5 minutes

Lesson 7: Performance Techniques

Time: 60 minutes

Overview

To this point in the program, students have created an entrance and an exit to Big Heart Story and have learned Parts 1 and 2 of the choreography. This combination makes their dance unique while also reflects aspects of the original movement choreographed by Francis Rings and Craig Bary.

In this lesson, we ask students:

- What is a performance?
- What do you have to think about when performing?
- How should audiences act when watching a performance?
- What special things should be pay attention to when performing our Big Dance?

Learning Objectives

- Reflect upon and appreciate their role within a larger piece of choreography
- Continue to develop their expressive skills when practicing the technical and expressive movements present in Big Heart Story
- Learn and begin to apply performance techniques and rehearsal practices

Activities	Lesson 7	
Activity 1	Teacher led warm up	10 minutes
Activity 2	Rehearse the dance	20 minutes
Activity 3	Film the dance	10 minutes
Activity 4	Reflection	20 minutes

Lesson 8: Perform Big Heart Story Red

Time: 60 minutes

Overview

Thousands of people across Australia and the Pacific have performed Big Dance Australia 2018. Many of these dancers performed the movements at the same time. Our students will perform their dance to an invited audience. This may take place in Lesson 8, but you may find that you need to repeat Lesson 7 to build confidence, memory and performance skills.

Learning Objectives

- Perform a dance for an invited audience identifying and apply limited performance protocols
- Develop performance skills including focus and memory skills
- Reflect on own performance, the performance of the group and communication of ideas

Activities	Lesson 8	
Activity 1	Warm up	15 minutes
Activity 2	Mental preparation – breathing and visualisation	5 minutes
Activity 3	Performance	30 minutes
Activity 4	Discussion	10 minutes

Lesson 9: Reflect on Performance

Time: 60 minutes

Overview

In this follow up session, teachers lead a discussion on the performance outcome. They describe the choreographic intentions and how the elements of dance were used to help express the themes through movement.

Learning Objectives

- Reflect on own performance and the performance of the group
- Reflect on the communication of ideas
- Identify the elements of dance and their use in their own performance

Activities	Lesson 9	
Activity 1	Dance Freeze	10 minutes
Activity 2	Discussion and worksheet	50 minutes

Level 3 – 4

Lesson Plans 1 – 9

LESSON 1: PEOPLE, PLACE & STORY

Overview

In this session, students discuss local geographical features and the importance of country to Indigenous peoples. They discuss the book *Why I love Australia* and consider ways in which they can represent place through movement, shape and pattern. They view *Big Heart Story* and discuss what ideas might be expressed by the dancers in each group: red, black and white.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017)

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- discover the importance of place to Indigenous peoples and how that affects many aspects of culture
- consider the diverse geography of the Australian continent
- explore shape, space and pattern and discover how these can represent ideas

Activities

Activities	Lesson 1	
Activity 1	Read Why I love Australia	15 minutes
Activity 2	Solo shapes	10 minutes
Activity 3	Group Shapes	10 minutes
Activity 4	Patterns	10 minutes
Activity 5	View Big Heart Story and discuss	15 minutes

Lesson Detail

Activity 1: Why I Love Australia

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Read Bronwyn Bancroft's book which takes students on a journey around Australia. The publishers describe it:

Gorges that plummet into serpentine shadows ... Cloaks of white that drape the rocky crags of snowy mountains ... In this magnificent celebration of country, Bronwyn Bancroft uses both images and words to explore the awe-inspiring beauty of the Australian continent, and to express the depth of her feelings for it.

Bancroft, B., Why I Love Australia by Bronwyn, Little Hare Books, 2016

- Also view the video (Qantas promotion) I Still Call Australia Home and ask the students to suggest other aspects of Australia that they love. This may have to do with places, flora, fauna, people or events.
- Write these on the board and consider what shapes the students may have given these.

Activity 2: Solo shapes

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Select one or two words or phrases from each page of the book, fewer for **Foundation**, such as ‘big rivers shaped by mystical beings’ or ‘boab trees’ or ‘floating fields of billowing grasslands.
- Use a simple instrument (such as a triangle or set of chimes) and ring this to let the students know to make their shape and hold it.

Activity 3: Group shapes

- Students remain spread out in the room.
- Practice getting into groups of various sizes. You sound the instrument and call out ‘groups of 2’ and students should quietly move into groups of 2. You call out ‘groups of 4’ and the students move into groups of 4. Repeat this with as many numbers as you like, until the students comprehend the task.
- Repeat the above activity but on the sound of the instrument, the students must get into group numbers of the size you call out and create a shape based on the ones in the book, but this time the shape is created by the entire group. For example, if you ask them to make the shape of a big river, the students might lay on the floor, making a long, wriggling line, or stand in a tight circle with their arms reaching high to form a boab tree.

Activity 4: Patterns

Music suggestion: music of William Barton

- **Show some examples of patterns.** In the book, the waves ‘pound the beaches and create patterns of driftwood and shells. Explain that patterns are made from a sequence or shape that re-occurs often enough to give it form.
- Students get into a big circle then four lines.
- **Show them how a group can make ‘patterns’,** for instance o A B A B A B where A= star shape, B= tiny round ball shape o concentric circles o four lines down the room with one line standing, the other sitting or lying down.
- Ask the students to make other suggestions and try a few of these.
- Break Year 2s into two large groups and see how many kinds of patterns each group comes up with.
- Each group shows the other the patterns they have made.

Activity 5: View Big Dance

- View Big Heart Story.
- Point out the three groups and discuss what ideas might be expressed by the dancers in each group: red, black and white.

- Look for and discuss interesting or unusual body shapes or patterns.
- Finally, take a few minutes to stretch out on the floor, arms and legs reaching out as far as they can go, then hugging knees to chests. Do this a few times and introduce breath into the action: breathing in on the stretch and out on the curl

Resources

Text:

- Bancroft, B., Why I Love Australia by Bronwyn, Little Hare Books, 2016

Music:

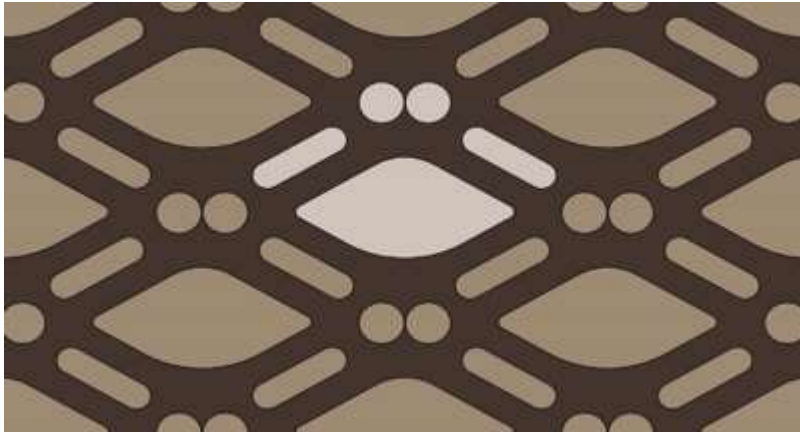
- Music by William Barton
- Music by Australian Indigenous Artists
<https://www.creativespirits.info/resources/music/>

Images:

Shisma: https://commons.wikimedia.org/wiki/File:Japanese_Wave_Pattern.svg,
<https://creativecommons.org/licenses/by-sa/4.0/legalcode>



Hesperian: https://commons.wikimedia.org/wiki/File:Banksia_menziesii_bract_pattern.svg
“Banksia menziesii bract pattern”, <https://creativecommons.org/licenses/by-sa/3.0/legalcode>



Level 3 – 4

LESSON 2: RED PART 1

Overview

In this session students explore and improvise body actions through non-locomotor activities. They explore movement at high, medium and low levels, considering the space between themselves and others. In small groups, the students experiment with pivoting actions and select and arrange these into a short sequence to show to others. They use appropriate dance language to identify key features of the dances they create. They begin the process of learning Big Dance, focusing on the red group.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017)

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- identify and explore the technical and expressive capacity of non-locomotor body actions, particularly the action of pivoting around a fixed point
- improvise and develop a movement phrase using the elements of dance that **expresses the idea of being 'stuck'**.
- learn to move safely on an individual level as well as in relation to other bodies in the room.

Activities

Activities	Lesson 2	
Activity 1	Alignment – tall bodies vs collapsed bodies	10 minutes
Activity 2	Technical challenge A – pivots	10 minutes
Activity 3	View Big Heart Story – whole group	10 minutes
Activity 4	Learn Red Part 1	20 minutes
Activity 5	Discussion	10 minutes

Lesson Detail

Activity 1: Alignment (tall and collapsed bodies)

Music suggestion: Pokinoi [From Saltimbanco], Cirque Du Soleil

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Show the picture of good alignment. Ask the students to try to stand in good alignment.
- Ask the students to show examples of poor alignment.
- Repeat good and poor alignment using the terms: tall bodies and collapsed bodies.
- **Students now move around the room and as you call out ‘tall bodies’ they must move in as tall a way as possible and as you call out ‘collapsed bodies’ they must move in that way.**
- Now ask them to spread out and close eyes. Talk them through the following improvisation: ‘Picture your feet like roots of a tree but your head is as light as a leaf on the topmost bough’.
- With this picture in mind ask the students to create actions that respond to the following:

Allow them 10-15 seconds on each action.

- Bend - your branches are all tangled up
- Stretch towards the sun – **you can’t get enough sunlight**
- Twist like the Whomping Willow (Harry Potter, or choose another reference)
- Sway as though the wind is blowing you (a light wind, a storm, a hurricane)
- Curl your leaves slowly
- Expand as though your trunk is thousands of years old
- Melt or break apart, as though a fire has been through you

Activity 2: Technical Challenge A - pivots

- Explain that a pivot is a point where action can take place. In dance a pivot occurs around a fixed point, such as a foot on the floor, or around a joint.
- As a group encourage students to explore pivoting heads, hands, fingers, arms, lower legs, feet by circling them, trying to keep the rest of the body still.
- Ask the students to form pairs and take in turns inventing a different way of pivoting. The partner watching must be alert, keep his/her partner safe and give feedback.
- Together the pair select their 5 favourite pivots.
- Ask the students to make a short dance about being stuck. For example: foot stuck to the floor by chewing gum or in the mud.
- Arrange and connect the five pivot actions in a way that communicates this theme.
- Challenge the students to add extra material in between each pivot, expanding the phrase a little. For example, a turn on the foot (pivot), a balance in a shape, running around a hand placed on the floor (pivot), running on the spot, spinning on bottoms (pivot), spiralling up to standing, windmill arms (pivot), clap, circle wrists (pivot), clap.
- Ask the students to create a beginning and end to their sequence.
- Choose half the class (5- 6 pairs) perform their sequence/phrase to the other students and vice versa.
- Discuss the following:
 - When is it easier to turn?
 - Does it have anything to do with alignment? Force? Speed? Shape?

Activity 3: View Big Dance – whole group

- Point out to students that there are 3 groups but remind students that they will only learn the Red section in this unit.
- Ask them to look for examples of pivots (the turn after walking forward with arms is one but there are several other examples).

Activity 4: Learn Red Part 1 (including the seated section)

- Explain to the class, that most of this section is performed in one place, that is, it **doesn't travel much, except for a few steps forward or to the right or left.**
- Follow the video instructions or learn the dance beforehand and download the teacher notes for reference as you teach the students the first section.

Teaching Tips

- Teach 8 -16 counts at a time.
- Repeat each small part several times before you move onto the next part. In this way you build skill, confidence and provide time for the students to embody the movement (where it becomes part of their muscle memory).
- When you get to the pivot step, allow the students a moment to work out for themselves how the movement should be performed, analysing the action like a detective.
- This section has 2 parts:
 - a standing phrase which is repeated twice, and
 - a seated phrase.

Ideally legs are crossed in this phrase, but this may not be possible for all students. Adapt as required. The seated section begins by repeating the first phrase, with some slight variation. It then introduces some new material.

1. Take the left hand, pulse it over your heart and slide it down to the palm of the right hand (counts 1, 2, 3, 4).

Repeat on the other side (counts 5, 6, 7, 8).

Repeat once more with left hand (counts 1, 2, 3, 4).

Repeat again with right hand (counts 5, 6, 7, 8).
2. Reach both hands forward;

Return hands to heart (counts 1, 2, 3, 4).

Repeat: reach both hands forward; return hands to heart (counts 5, 6, 7, 8).
3. Two pulses, elbows back (counts 1, 2, 3, 4).

Take arms out to side, above the head, down the front to heart (counts 5, 6, 7, 8).
4. Extend L hand to L side (1, 2)

Repeat on other side (3, 4)

Bring both arms forward, palms up (5)

Three pulses. Two of these are with palms up, the last one comes to elbows up, hands down (6, 7, 8).
5. Four arm circles forward (counts 1, 2, 3 turn, 4)

Brush side right, brush side left, brush forward both arms.
6. Brush right hand to right side, brush left hand to left side, brush both hands forward; Grab with right hand, grab with left hand, reach forward and grab something, bring it in.
7. 3 chest expansions, reach forward and bring both hands behind your back (1, 2, 3, 4)

8. With hands behind your back, rock x 8, with your body leaning forward and dip with your shoulders starting with your left (5, 6, 7, 8, 1, 2, 3, 4).
9. Sit up taller and rock with your hands behind your back x 4 (5, 6, 7, 8).
10. Continue rocking side to side but now, lift elbows (1, 2, 3, 4)
11. Sprinkle out to one side, pull the hands back & lean back; repeat other side
12. Take 8 counts to stand up.

The first section of the Red T-shirt group finishes on the dancers standing again.



Activity 5: Discussion

Facilitate a discussion where students discuss how they felt learning the dance. Reiterate that students will have many opportunities to practice and build their skill and confidence.

- What did some of the movements remind them of?
- What ideas do they think Big Heart Story might be communicating?
- What challenges they might see ahead of them?

Resources

Music:

'Colette Shows Him Le Ropes', Michael Giacchino, Disney/Pixar Greatest, 2007

Swing Gitane, The Underscore Orchestra (Free Music Archive)

<https://freemusicarchive.org/music/>

Clair de Lune, Debussy first published 1890

Fly Drive, Valentina Lisitsa, Chasing Pianos - The Piano Music Of Michael Nyman, 2014

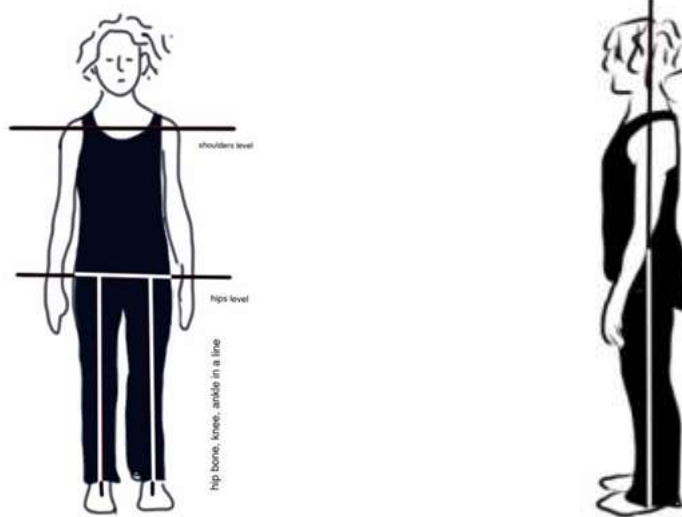
Big Heart Story:

Download all Big Dance specific resources from <https://www.bigdance.org.au/learn>

- Big Dance music
- Big Dance whole group and Red T-shirt group (2 videos)
- Learning Guide Red T-shirt group

Images:

Images by Rank, K., Teaching Primary Dance, Curriculum Press, 2014



Level 3 – 4

LESSON 3: RED PART 1 AND ENTRANCE

Overview

In this session students explore and improvise with body bases, zones and body parts through non-locomotor activities. They explore known movements and alternative ways to perform them, while considering safe dance practices. The students collaborate with the teacher to develop an entrance to the dance and combine this with the existing learnt material. They rehearse this and use appropriate dance language to identify key features of the dances.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- identify and explore the technical and expressive capacity of locomotor movements and non-locomotor body actions, body bases and body zones
- practice moving safely on an individual level as well as in relation to other bodies in the room
- collaborate in the development of the entrance section of the dance.

Activities

Activities	Lesson 3	
Activity 1	Dancing body parts and zones	5 minutes
Activity 2	Discussion – dance safety and peripheral vision	5 minutes
Activity 3	Technical Challenge – Body bases	5 minutes
Activity 4	Create an entrance	15 minutes
Activity 5	Rehearse entrance and Big Dance Red Part 1	20 minutes
Activity 6	Review, reflect and focus	10 minutes

Lesson Detail

Activity 1: Dancing body parts and zones

Music suggestion: 2 tracks, one upbeat, one quiet. Try 'Shake Senora' Harry Belafonte & 'Gymnopedie No 1' by Satie

- Ask students to stand up and form a large circle, facing inwards, with enough space between individuals to reach their arms out to the side, without touching anyone else.

- Play some up-beat music. Ask the students to follow your movements as exactly as they can.
 - Shake a body part to the music, shake it high, low, into and out of the circle.
 - For safety reasons, begin gently, and build in size and speed over the course of the song/music. Whether you can shake vigorously depends on the body part. Avoid shaking the head too vigorously.
 - Repeat this approach with other body parts.
 - Turn to face the line or circumference of the circle and travel forward and sideways shaking hands, shoulders, hips, knees.
 - Turn back to face the inside of the circle.
- Play some quiet music. Ask the students to follow your movements as exactly as they can.
- Explore upper body movements, Lower body movements. Right side, left side. Whole body. Back to one body part. Challenge students to move at a large scale and at a very small, micro scale.
- Initially this is teacher-led, but can be student led, depending on the capacity of individuals in the group.
- Elaborations can include moving into the circle and back to original places in ways that are slow, fast, high and low, forward, sideways and backwards.

Activity 2: Discussion – dance safety and peripheral vision

- Students must be aware that any physical activity including dancing has its dangers, if they are not careful or thoughtful, they can hurt themselves and others.
- Firstly, they must look after themselves. Their body is their instrument and all instruments need to be cared for. This means participating in warm up, following instructions, and warning you of any dangers they see. Many dance teachers recommend no handstands, cartwheels or splits in class, unless you are prepared to coach and have these performed one by one.
- Their movements can also affect others, for example by colliding into them, or stepping into or onto them. As students age, their peripheral vision develops.
- Ask the students to hold out their arms straight in front of them.
 - With their eyes focusing forward, ask them if they can see their hands.
 - Now ask them to move their hands away from each other until they are out **to either side of the students' bodies.**
 - **Ask them if they can see their hands 'out of the corner of their eyes.'** You may need to demonstrate.
- Ask them to stand and put them into pairs. Demonstrate with one pair. Ask the pair to stand shoulder to shoulder (but not touching) and to look directly forward. Then ask them to slowly walk around the room, keeping side by side but not touching. You can increase this exercise to lines of 3 or 4 people.

Activity 3: Technical challenge - Body bases

- In this activity, students explore balancing on body bases feet, hands, bottoms, stomach, knees, back. Begin by doing this on the spot and then try out some ideas in lines travelling forward down the room. The point of this exercise is to encourage individual creativity and experimentation, so ask the students to travel forward in whatever way they like:
 - a very low level,
 - a low level
 - a medium level and
 - a high level
- This activity might introduce fundamental movement skills for this level such as walking, running, galloping, hopping, crawling, marching, rolling, skipping, turning and leaping. Some of these skills may need to be taught. For instance: skipping, galloping, rolling safely and turning, but in the beginning, allow students the freedom to try anything within reason.

Activity 4: Create an entrance

- Big Heart Story Red begins with 6 x 8 counts (or 12 bars of 4/4) as an introduction. There is the opportunity here for the students to collaborate on ways to enter the space.
- Consider the style of the choreography – its earthed or grounded quality and discuss what you might like to communicate.
 - Is it a feeling, a sense of anticipation, excitement, or the beginning of a story?
 - Do you simply want to build a formation, slowly until everyone is in the space?
 - Do you want to show some movement that is suggestive of the movements the audience will see in the dance proper?
- Discuss some of the more interesting locomotive actions you observed in the previous activity.
 - Would these be good options for the entrance? Why? Why not?
- Discuss different animals and plants that you might see if you walked across Australia. For example, birds flying, snakes slithering, wombats crawling, berries you might pick. Use your own discretion and experiment with layering an animal action or plant related action to a travelling movement; for instance, walking and picking berries, creeping and slithering hands like a snake, crawling slowly and carefully like a wombat.
- Field suggestions from students and try out a few.
- Try out different things until you find something most students can do confidently and well.
- Select and combine movements to make a travelling sequence.
- Decide upon a starting formation (i.e. lines, scattered around the space, a cross) and place students within it.

- Decide whether students will appear and travel to these places en mass, individually, in pairs or in small groups.
- Students use the travelling sequence to travel into their starting positions and formation.

Extension Activity

If you're finding the movement a bit plain, use choreographic devices such as

- contrast: where you create 2 travelling sequences and half the class perform travelling sequence A and half the group perform travelling sequence B or
- canon: where one person or group begins the phrase, then after 4 counts another person or group begins etc.

Rehearse and confirm what the group will be doing.

Activity 5: Rehearse entrance and Big Heart Story Red Part 1

- Practice Part 1 as learned in the last session.
- Discuss and refine any difficult sections.
- **To aid memory, give key movements names.** For example, 'waves' may be useful for the 3 walks forward and the turn. The students may like to help with naming.
- Combine Part 1 with the entrance you developed in Activity 4.
- Rehearse the 2 parts one after the other.

Activity 6: Review reflect and focus

- Advise the students that they are going to cool down and watch Big Heart Story on a screen.
- Ask them to focus on the way the dancers are performing.
 - Where are the dancers looking?
 - Are they copying each other?
 - Where is their eye focus?
 - What did they do when they were waiting (i.e. still, no fidgeting, eyes ahead)?
- In the next session the students will be filmed so ensure that you have all the appropriate permissions completed.

Resources

Lines and curves – drawings Music:

- 'Jump in the Line' (Shake, Senora) composed by Lord Kitchener, performed by Harry Belafonte, Jump Up Calypso, RCA, 1961
- Gymnopedie No 1 by Eric Satie, first published in 1888

Big Dance:

Download all Big Dance specific resources from <https://www.bigdance.org.au/learn>

- Big Dance music
- Big Dance whole group and Red T-shirt group (2 videos)
- Learning Guide Red T-shirt group

Level 3 – 4

LESSON 4: RED PART 2

Overview

In this lesson, students improvise with body parts and actions and contribute to a collective warm up dance. They revise the entrance and Part 1 of Big Dance, then learn Part 2. As they revise and learn, they focus on Elements of Dance: space (body shape, levels, direction, pathways, groupings), energy (dynamics – soft, strong, heavy, light, sustained, suspended, percussive, vibratory, collapsing) and the relationships between groupings.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- improvise with body parts and actions safely
- contribute to a collective warm up dance
- revise and learn sections of dance focusing on elements of dance: space, energy and the relationships between groupings.

Activities

Activities	Lesson 4	
Activity 1	Warm up – Together, together	10 minutes
Activity 2	Body Part Bingo	10 minutes
Activity 3	Revise the dance	10 minutes
Activity 4	Watch Big Heart Story and Learn Part 2	20 minutes
Activity 5	Reflection	10 minutes

Lesson Detail

Activity 1: Warm up-Together, Together

- Students stand in a circle, facing the centre for a simple follow-the-leader activity, which leader changes frequently.
- Either one by one, along the line of the circle, or as chosen by the teacher, students initiate a simple, repetitive movement which is performed 4 to 8 times. Examples of movements include
 - swinging arms
 - alternative arm reaches up
 - circling hips one way then the other
 - stepping forward with right foot, forward with left, back with right, back with left.
- The repetition allows a rhythm to be established and the opportunity for students to identify the physical requirements of the movement.
- After the movement has been repeated several times, move to the next student who introduces a new movement. As a rule, other students continue with the existing movement until the next student has established the pattern/rhythm of their movement. Teachers may need to prompt students as to when the change will occur.
- You can direct students to create movement that warms up specific body parts, such as the neck, shoulders, wrists, hips, knees, ankles, feet and toes.
- The first cycle around the circle should focus on gentle, stationary movements. The range of movement will then gradually increase.
- After the first cycle, you can begin to introduce travelling movements with students leaving and returning to their original places in the circle.
- A final cycle might include more dynamic movements and some jumps.

Activity 2: Body Part Bingo

Music suggestion: Carnival of the Animals (14 short songs) by composer Charles-Camille Saint-Saëns

- Ask students to spread around the room, with plenty of personal space around each. In this teacher-led activity, combine body parts from set A with body actions from set B (in the resource section of this resource) and call these out to students. Student respond by moving the body part in the way the body action suggests. For instance, wriggle fingers, circle nose, float arms. Practice this without music.
- Choose some a range of music tracks that can be played for several seconds as students improvise movement with body parts.
- **Turn the music off when you are giving instructions and ask students to ‘freeze’ as you speak.**
- Stand up and form a large circle, facing inwards, with enough space between individuals to reach their arms out to the side, without touching anyone else.

Activity 3: Revise the dance

- **Revise the dance to date with your class’s unique entrance.**
- Consider the element of dance: space, which includes:
 - direction
 - focus
 - level
 - pathways on entrance
 - size of a shape or movement and
 - where the students are spaced.

Activity 4: Watch Big Heart Story and learn Part 2

- Remind student that Red is divided into three sections.
- Watch the Big Heart Story video and Learn Part II Red
<https://www.bigdance.org.au/learn>

Teaching Tips

- Part 1 focuses on the basic phrases for Red (standing and sitting), voice instruction by Jye Uren.
- Part 2 focuses on the choreography for when one group joins the other, voice instruction by Frances Rings.
- Part 3 focuses on how each group comes together, voice instruction by Craig Bary.
- Part 2 begins with 8 heartbeats with the chest extending forward. Thematically, it is the heart that pushes the blood through the body. Figuratively, bloodlines and culture are something all people have. These form part of our Australian shared identity.

- The starting position should be a neutral position, with parallel feet – any of kneeling, standing and seated – with the eyes up, with both hands to the side.
 - **Practice each section until it starts to feel comfortable and your dancers don't hesitate in between movements.**
1. Heartbeat: eight chest expansions/pulses (counts 1- 8)
 2. Touch R foot forward, R hand goes above your head, with your left arm wrapped around your body (1);
 - Bring foot back and take the other foot forward, with arm up and other arm wrapped around the body (2);
 - Repeat again both sides (3-4)
 - Dip in the middle, with hands crossed (5); Come back to standing (6); Dip again (7); Come to heartbeat hands (8).
 3. Drop down (1); Open chest (2);
 - Drop down (3);
 - Open chest (4)
 - Cut right arm across to left (5);
 - Pull up, hands on shoulders (6);
 - Cut left arm across to right (7), pulling up (8).
 4. Travel towards the back wall, cut with opposite arm x 4 (counts 1-4); Circle one arm around and to the shoulder (5-6); Circle the other arm around (7-8).
 5. Travel backward to the audience, twisting, with hands on sides of head (1-4); Rock forward and reach your arms forward, rock back and pull back your elbows (5-6); Repeat (7-8).
 6. Turn around to face the front: Rock forward and reach your arms forward, rock back and pull back your elbows (1-2); Repeat (3-4).

Some students may benefit from some simple adaptations of the dance. For ideas to adapt Big Heart Story, go to <https://allplaydance.org.au/big-dance/>

- Film the students and play back, if time.

Activity 5: Reflection

- Watch the video of own performance (Introduction and Part 1)
 - What things is everyone doing well?
 - What are the most interesting parts and why?
 - What are we saying with our dance?
 - How can we improve on that?

Resources

- Big Dance videos: <https://www.bigdance.org.au/learn>
- Access to the internet, or pre-downloaded video file.
- Projector or electronic whiteboard and computer.

- Body Part Bingo Cards.
- Stereo and music device.

Body Part Bingo Cards

Set A – Body Parts

Fingers	Back	Legs
Knees	Head	Wrist
Nose	Shoulder	Bottom
Eyes	Stomach	Neck
Chin	Hips	Toes
Feet	Elbow	Arms

Set B – Body Actions

Float	Twist	Stretch
Throw	Roll	Dab
Wriggle	Curl	Bounce
Circle	Bend	Push with
Swing	Shake	Draw with
Tap	Tighten and relax	Point with
Wave	Lift	Flick
Lower	Open	Close
Curve	Straighten	Move forward
Move back	Move up	Move down

Level 3 – 4

LESSON 5: DEVELOPING SKILL AND MUSICALITY

Overview

In Big Heart Story Australia (2018), the dancers perform movements with skill and coordination. They remember the movements and perform this in time to the musical beats. This takes resilience and perseverance, practice and discipline. In this lesson, students begin the process of developing the technical skills of control, coordination and balance. They start to discern the difference between beat and rhythm. They recall the order of movements and patterns and pathways of formations, entries and exits.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- practice technical and expressive movements and sequences applying understanding of the underlying beat and tempo
- explore choreographed body actions and their expressive potential
- develop musical appreciation and capacity to imitate simple rhythms.

Activities

Activities	Lesson 5	
Activity 1	Warm up	5 minutes
Activity 2	Copy-cat rhythms	15 minutes
Activity 3	Practice the dance	30 minutes
Activity 4	Shake it all out	5 minutes
Activity 5	Reflection	5 minutes

Lesson Detail

Activity 1: Teacher led warm up

- Ask students to stand in a big circle, facing the centre, with enough room between them to swing arms without touching. In this simple, teacher-led warm up, starting with isolations of joints, small movements to bigger muscle groups and larger movements. For example:
 - Look up, look down, look to the side and the other side, tilt your head, circle it.
 - Lift and lower, circle shoulders.
 - Lift arms individually and together, circle whole arms gently, making the circles larger gradually.
 - Hands on hips, circle hips one way then the other.

- Lift one leg, bend at the knee; circle lower leg one way then the other. Hold the leg with hands interlaced underneath the thigh and balance; circle the foot one way then the other, repeat with other leg.
- With feet together, little knee bounces, little jumps on the spot, star jumps, running on the spot.
- Big steps into the middle of the circle, big steps out; creep into the centre of the circle and out; hop in and out, march in and out etc.
- Stand with feet wide apart and breathe in slowly, take the arms up, breathe out slowly, take the arms down.
- With feet together, bend your knees and touch your toes, gently straighten **knees in this position, but don't force this stretch, respect your limitations.**
- You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.

Activity 2: Copy-cat rhythms

This activity may require some preparatory work with rhythms.

- Ask students to sit on the floor.
- Begin this activity as a teacher-led activity, clapping out a 4/4 pulse or beat and counting at the same time. ○ Accent the first beat with a louder clap. For example: 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4.
 - Repeat this in 3s. For example: 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3.
 - Repeat this in 2s. For example: 1, 2, 1, 2, 1, 2, 1, 2.
- Now clap out some rhythms, which the students then copy, using a mixture of normal, slow and fast beats, e.g. 1+2, 3 wait 4. It is important to repeat these rhythms at least 4 times so that the students can determine and feel comfortable with the pattern. Start with simple clapping patterns, such as 1, 2, 3, pause 1, 2, 3, pause and progress to more difficult ones. You can base the more difficult rhythms on nursery rhymes without singing the song, for example
 - Row, row, row your boat
 - Jingle Bells
 - Rock around the clock
 - Little Brown Jug
 - Nutcracker march.

Teaching Tips

- See <https://youtu.be/INbZLgq5Oy0> for some rhythmic inspiration.
- See <https://youtu.be/j7pXK-E4wtI> for a basic body percussion routing (cheese grater x4, slides x 4, rock groove x 4, slides x 4, butterfly x 4, slides x 4).
- See <https://youtu.be/6jHIROgEzmg> for advanced rhythms.

Extension Activity

In future applications of this activity, you can invite one or two students to assist you as the leader. Keep it very simple.

Activity 4: Practice the Dance

- Without music, talk through the Entrance, Part 1 and Part 2.
- Discuss the entrance and sequence of movements you created with the students in the previous session. Walk it through and then practice it twice to music.
- Remind the students that the choreographers are communicating ideas through Big Dance:
 - ‘The red is really the heart of our country. It’s the red soil, it’s our bloodline, it’s our lineage and it’s our spiritual heart of Australia, which is Uluru... that is something that Indigenous and non-Indigenous people connect with.’
 - The student’s ideas for their Entrance.

In the choreography, Rings and Bary explored several themes and ideas including:

- Indigenous and non-Indigenous people coming together in a shared dialogue
- Country; its spiritual heart, its red earth
- Bloodlines and culture making up our shared identity
- Breathing into our shared cultural life and sustaining that connection.

These are embedded within the movement, and in some of the group structures. The more you practice the dance, the more you will sense these connections. This is an important factor in the work. Learning the movements until they almost feel second nature will help you understand the ideas and stories behind the dance.

Activity 5: Shake it all out

- Reward the students for good focus and good concentration with a free dance, with a focus on shaking different body parts. At no time do the dancers stop until the end of the track.

Activity 6: Relaxation

- Students lay on the floor and close their eyes.
- Guide them through a connection to breath:
 - in for 4 out for 4;
 - in for 4 out for 5;
 - in for 4 out for 6 etc until 8.

Resources

- Locomotor word list
- Stereo
- Music device

Music:

- 'We will Rock You', Queen, The Platinum Collection: Greatest Hits I, II & III, Hollywood Records, 2004
- Big Dance by composer Huey Benjamin, downloaded from the Big Dance website

Locomotor word list:

Slither	Leap	Slide	Tip toe
Crawl	Chase	Fall	Inch
Creep	Turn	Shunt	Stomp
Dash	Race	Roll	March
Dart	Ooze	Shuffle	Glide
Scurry	Float	Drag	Bounce
Dawdle	Sneak	Walk	Skate
Plod	Stride	Run	Follow

Level 3 – 4

LESSON 6: RED PART 3 (CREATING AN EXIT)

Overview

In Big Heart Story, we see 3 groups perform the dance. In this session, we discuss why there are 3 groups, how the choreographic devices of contrast and unison are used and their effect on the choreography and the communication of ideas. Students will create the last part of the choreography, an exit from the performance space. As students in 3-4 are only learning the Red section, the focus is on understanding their place within an entire piece of choreography.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- reflect upon and appreciate their role within a larger piece of choreography
- continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- contribute further to the choreography by collaborating to make an exit to the piece.

Activities

Activities	Lesson 6	
Activity 1	Teacher led warm up	10 minutes
Activity 2	Same, Same, Different	5 minutes
Activity 3	View Big Heart Story and discuss	10 minutes
Activity 4	Create an exit	10 minutes
Activity 5	Mark the dance	10 minutes
Activity 6	Practice the dance to music	10 minutes
Activity 7	Warm down	5 minutes

Lesson Detail

Activity 1: Teacher led warm up

This simple teacher-led warm up starts with isolations of the joints and small movements and increases to the use of bigger muscle groups and larger movements. It is an extract from Teaching Primary Dance, A Primer for Primary School Generalist Teachers, used with permission of the author, Katrina Rank.

This warm-up begins with small movements of the head and body parts, moving the joints and circulating the synovial fluid that fills the spaces between the ends of bones. Use small, slow controlled movements and work up to larger movements. Repeat each movement several times; I prefer 4 or 8 repetitions before moving on.

Stand in a circle with everyone facing inwards.

Part 1 Move the head, slowly and with control:

- Gently tilt head to the right and left.
- Put chin to chest then look up slightly.
- Look side to side.
- Rotation of the head following a half circle: the head tilts to left, drops forward, tilts **to the right, drops forward, tilts to the left. Don't rotate to the back. This can place** too much pressure on the nerves of the neck.

Part 2 Isolate the shoulders and explore their range of motion:

- Raise both shoulders as you breathe in, relax and drop them with the breath out
- Circle both shoulders (forward, up, back, down) several times, then reverse. Focus on the possible movements of just one shoulder – raising, lowering, forward, back, circling, shaking; repeat with the other shoulder.
- Circle both arms backwards and forwards.
- Windmills: circle one straight arm at a time backwards (like backstroke), then forwards (like freestyle swimming).
- Give yourself a hug: take arms to the side, parallel to the floor and stretch as wide as you can from fingertip to fingertip, then cross the arms across the chest (give yourself a hug), repeating several times.
- Reach right arm up to the ceiling, then reach to the left, alternating several times.
- Repeat with left arm reaching up and to the right.

Part 3 Wake up the spine:

- Twisting from side to side.
- Bending forward, standing, and then reaching up high (always slightly bend knees on forward bends).
- Breathing out and curving forward, breathing in and expanding the chest.

Part 4 Free the hips and lower back:

- Swing hips to right then left.
- Circle as though working a hula hoop in slow motion.
- Older students can try to trace figure 8s with alternate hip bones.

Part 5 Energise the legs and find your balance:

- Shakes: stand on one leg, gently shake the free leg to the front, side and back, swap legs.
- Wiggles: stand on two legs and wriggle both legs.
- Knee circles: stand on one leg, bring the other leg up to an angle of 45 degrees, circle the lower leg in one direction several times, then circle in the other direction; swap legs.
- Knee hugs: stand on one leg, hug knee to chest, repeat on other leg.
- Thigh stretches: balance on one leg, hold the foot of the other leg behind you, bringing it to the buttock, stay there for a few moments; swap legs.
- Demi plié: with feet in parallel position, perform small, controlled knee bends.

- Plié: with feet in parallel position, slowly and with great control, perform one full **knee bend to a squat and go back to standing (don't stay in the squat)**.
- Donkey kicks with flexed foot at 45 degrees, alternating legs: forward, forward, side, side, back, back, side, side. Variations include 2 kicks with one leg (forward and side) then changing legs; or 4 kicks with one leg (forward, side, back, side) then changing legs; more variations are possible. Be gentle on the extension. Too vigorous a kick is not good for the knee joint.

Part 6 Explore movement of the ankles, feet and toes:

- Circle one ankle then the other.
- Flex and stretch the foot.
- Walk through the feet, keeping the balls of the feet on the ground.
- March on the spot.
- Sit with legs out in front and alternately point (elongate the front of the foot) and flex (draw the toes towards you).

Part 7 Gradually build up to locomotor movement:

- Keep all movement initially low impact (always one foot in contact with the floor):
- Walking in a big circle, on tiptoes, on heels, skating, stomping, strutting, scampering, creeping, lurching, striding, gliding, floating.
- Then move to high impact, should you wish, such as: hopping, skipping, jogging, dashing, jumping, leaping, turning. If you are studying a specific style of dance, introduce movement specific to that style.

Part 8 Introduce light stretching:

- at the end of your warm-up, use stretches common in sport and yoga: plain and deep lunges, cobra, v-sit, cat stretch and downward dog.

Teaching Tips

- Use music with a strong, steady beat.
- Two or three 3-minute tracks should be enough:
 - one for non-locomotor stationary movement
 - another for locomotion
 - and the last, a slower track, for stretching.
- Right and left become more complicated in a circle. Depending on the year level, either keep it very simple or decide not to worry about whether students use the right or left side of the body. Be careful when travelling to the right or left when facing the centre of the circle, as collisions are likely.
- Avoid fast, uncontrolled movements.
- Encourage students to isolate body parts with the rest of the body remaining still.
- If a movement is too difficult, modify it by slowing it down, changing the body part, changing the level from standing to sitting, or move on.

Activity 2: Same, Same, Different

- All students begin by copying the teacher's movement (it can be as simple as moving a pointing finger up and down). On the teacher's call, they begin to perform movement that is similar (but not the same – variations of the original). On the teacher's next call, they go back to doing the same movement as the teacher, then on teacher's call perform something completely different.
- Play around with the order of the actions. Ensure rules are established early: only in place dancing, no locomotion, no touching anyone else. Freeze on a clap (necessary for safety, or to redirect students).

Activity 3: View Big Dance and Discuss

- Watch Big Dance.
- Discussion topic: 3 groups perform the dance. Note that the White and Black groups perform different movements in the second section. In the third section, there is less contrast and more unison, with a few exceptions.
 - Why might there be 3 groups?
- Ask the students if they can find these points. Discuss contrast and unison and their effect on the choreography.

Activity 4: Create an exit

- Discuss the entrance:
 - Should you exit in the same way you entered or create 3 contrasting groups, leaving in different ways?
- Remind students that everything we do has the potential to communicate meaning.
 - What do you want to communicate in your performance?
- Discuss and consider how to best use the following elements of dance: direction, pathways, length of time remaining.

Activity 5: Mark the dance

- Without music, talk and 'mark' Introduction, Part 1, Part 2 and Exit.

Activity 6: Practice the dance to music

- Use this as an opportunity for the students to experience moving to a range of world music styles.
- Prepare your music in advance on a playlist so that you can quickly move from one style to another.

Activity 7: Warm down

- Standing in a circle: slow twisting, reaching, swaying, collapsing, melting to the floor.
- Guide the students to the floor and through five slow breaths in and out, one big yawn and a bit of a wriggle.

Resources

- Stereo
- Music device
- Projector, computer or electronic whiteboard

Video:

- Big Dance videos: <https://www.bigdance.org.au/learn>

Music:

- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website
- Brown Jug Polka, The Shenanigans, Shenanigans Music, Bush Dances of New Holland, Vol. 2, 1994
- ‘Oye China’, Radio Tarifa - Rumba Argelina, World Circuit 1994
- Ancestral Voices, R. Carlos Nakai_William Eaton, Canyon Records, 1994
- ‘Tchavolo Swing’Latcho Drom (Bande Originale Du Film), Caroline Records, 1993
- Soy, Gypsy Kings Gypsy Kings – Soy, P.E.M., 1993
- Track 1 from the motion picture, Amélie, Yann Tiersen, Virgin Records, 2001
- Yismechu, Bohemian Nights2017, <https://bohemiannights.bandcamp.com/track/yismechu>

Level 3 – 4

LESSON 7: PERFORMANCE TECHNIQUES

Overview

To this point in the program, students have created an entrance and an exit to Big Heart Story and have learned Parts 1 and 2 of the choreography. This combination makes their dance unique while also reflects aspects of the original movement choreographed by Francis Rings and Craig Bary. In this lesson, we ask students:

- What is a performance?
- What do you have to think about when performing?
- How should audiences act when watching a performance?
- What special things should be pay attention to when performing our Big Dance?

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Use choreographic devices to organise dance sequences, and practise body actions and technical skills (VCADAD026)

Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- reflect upon and appreciate their role within a larger piece of choreography
- continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- learn and begin to apply performance techniques and rehearsal practices.

Activities

Activities	Lesson 7	
Activity 1	Teacher led warm up	10 minutes
Activity 2	Rehearse the dance	20 minutes
Activity 3	Film the dance	10 minutes
Activity 4	Reflection	20 minutes

Lesson Detail

Activity 1: Teacher led warm up

- Use the activity description in the previous session. You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.

Activity 2: Rehearse the dance

- Before you rehearse the dance, discuss
 - What must we do to prepare ourselves before a performance?
 - What do we do during a performance?
 - What do we do after we perform and after others perform?

- Start from the audience perspective: They usually come because they are invited **and interested. They want to see the performers do well, so they're usually on your side.**

Explain audience rules:

- The audience sits or stands where they are asked to.
- The audience turn off their devices.
- The audience stops talking when the performers arrive and stay quiet while the performance takes place.
- The audience shows their appreciation of the performance by clapping, or shimmering hands in the air.
- The audience waits for the performers to leave before leaving themselves.
- As audiences ourselves we try to comment on the good things we saw.

Explain performer rules:

- Performing is great fun, but it takes a bit of getting used to
- Performers arrive at the performance venue a long time before the audience.
- Performers prepare themselves by warming up and getting into their costume and makeup.
- Performers know what they are going to do and have practiced a lot beforehand.
- **Performers keep their voices very quiet and don't talk at all before and when they come onto the stage or performance space.**
- Performers keep performing until the end of a piece, even if they forget something.
- **Performers usually don't stop and wave at people they know in the audience. They can see these people later.**
- **Performers don't talk to each other when they are performing.**

Teaching Tips

There are several things you can do to support your students performing to the best of their ability. Discuss aspects of the following in the context of watching the Big Dance video. Change the language to suit the age of your students.

Inspire confidence

The students don't have to be perfect, but they do need to feel that will be able to remember and perform the dance from start to finish. So, in the weeks prior to performance, ensure they practice often. Positive encouragement and specific feedback are critical in the rehearsal phase but provide only positive encouragement and general comments prior to performing.

Learn to be present

Help students set aside any problems or worries, and fully focus on performing the dance.

Continue even when you make a mistake.

In your rehearsals, remind students that if anything unexpected happens, try to keep going. **Chances are that the audience won't notice. Don't dwell on mistakes or worry about what people think, just concentrate on what the next action is.** Remind the students that you will **be there and won't allow anything terrible to happen.**

Commit

- It is important that students fully commit to their dance performance. If they try their best, you will be proud of them and so will others. Help the dancers believe **what they're about to do is truly awesome!**
- **You, as teacher, must also commit. Don't change the choreography at the last minute.** This tends to have the effect of undermining the students and increasing anxiety. Accept that rarely is anything perfect and that might include the choreography. Practice the dance several times with a few of these things in mind.
- Practice waiting to come into the performance space.
- Practice arriving into beginning places with the music. Repeat this as many times as necessary.
- Remind students about focus and concentration.
- Practice the dance.
- Practice the entrance and the dance and record it on video.

Activity 3: Film the dance

- Advise students that this is the last time they will get to rehearse properly before they perform to an audience in the next session.

Activity 4: Reflection

- Show the recorded dance and discuss:
 - What worked and why?
 - What was interesting?
 - How could we make it better?
- Write up a list of Big Dance things to think about. Place this in the **students'** classroom to refer to over the week.
- Ask students to lay on the floor, close their eyes and imagine themselves performing the Big Dance for family and friends.
- Guide them through five slow breaths in and out, one big yawn and a bit of a wriggle.

Resources

- Stereo
- Music device

- Recording device, leads
- Playback device – computer monitor, electronic whiteboard.

Music:

- Big Dance by composer Huey Benjamin, downloaded from the Big Dance website

Video:

- Big Dance <https://www.bigdance.org.au/learn>

Level 3 – 4

LESSON 8: PERFORM BIG HEART STORY RED

Overview

Thousands of people across Australia and the Pacific have performed Big Dance Australia 2018. Many of these dancers performed the movements at the same time. Our students will perform their dance to an invited audience. This may take place in Lesson 8, but you may find that you need to repeat Lesson 7 to build confidence, memory and performance skills.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Learning Objectives

Students will

- perform a dance for an invited audience identifying and apply limited performance protocols
- develop performance skills including focus and memory skills
- reflect on own performance, the performance of the group and communication of ideas.

Activities

Activities	Lesson 8	
Activity 1	Warm up	15 minutes
Activity 2	Mental preparation – breathing and visualisation	5 minutes
Activity 3	Performance	30 minutes
Activity 4	Discussion	10 minutes

Lesson Detail

Activity 1: Warm up

Ask students to stand in a big circle, facing the centre, with enough room between them to swing arms without touching. In this simple, teacher-led warm up, starting with isolations of joints, small movements to bigger muscle groups and larger movements.

For example:

- Look up, look down, look to the side and the other side, tilt your head, and circle it.
- Lift and lower, circle shoulders.
- Lift arms individually and together, circle whole arms gently, making the circles larger gradually.
- Hands on hips, circle hips one way then the other.
- Lift one leg, bend at the knee; circle lower leg one way then the other. Hold the leg with hands interlaced underneath the thigh and balance; circle the foot one way then the other, repeat with other leg.
- With feet together, little knee bounces, little jumps on the spot, star jumps, running on the spot.
- Big steps into the middle of the circle, big steps out; creep into the centre of the circle and out; hop in and out, march in and out etc. o Stand with feet wide apart and breathe in slowly, take the arms up, breathe out slowly, take the arms down.
- With feet together, bend your knees and touch your toes, gently straighten knees in **this position, but don't force this stretch, respect your limitations.**
- You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.
- Use steady or quiet music for this to manage performance anxiety.

Activity 2: Mental preparation – breathing and visualisation

- Ask the students to sit down with hands in laps, or lay down, not touching anyone else. Ask them to listen to your voice and then follow the activities.
 - Close eyes.
 - Breathe in quietly for 4 counts and out for 4 counts. Repeat this several times.
 - Breathe in and tighten their whole bodies for 3 counts and breathe out and relax for 6 counts. Repeat 3 times.
 - Ask students to visualize themselves performing successfully and remind them of all the reasons they must be a confident performer.
- Put on some relaxation music and lead them in a good stretch: hands over head reaching out as far as they can, repeat again with a big yawn, reach for toes, slowly tilt head from side to side, forward to touch chin to chest. Include any other favourite activities.
- As you do this, remind students to set aside any problems or worries, and fully **focus on performing the dance. Tell them that what they're about to do is truly awesome!**

Activity 3: Performance

- Introduce the dance to your audience. The way you do this will depend on the context. A Welcome to Country may have been given by a guest Elder, or an Acknowledgement of Country by your Principal. If either of these has not available, please consider doing this yourself as you are about to show a dance that draws upon Indigenous culture. This act shows respect for Indigenous peoples and nations.
- Tell the audience a little about the inspiration for your dance, for instance, that you drew upon the Big Heart Story choreography of Frances Rings and Craig Bary, using the music, specially composed for the dance by Huey Benjamin.
- Briefly describe how you and the students constructed the piece. This will help the audience understand some of the deep learning that is going on and the connection to the cross-curriculum priority.
- Thank the audience for their attention and start the music.
- Students perform.

Activity 4: Discussion

It is useful to record the performance and playback for later reflection. Reflection immediately after a performance is important to build confidence and to express appreciation for effort, but the most valuable reflection comes when the performer is not so emotionally connected to the moment of performance. The reflection activity is best undertaken a week after the performance. You can show the students their performance several times: once to simply enjoy it. The second time to analyse it.

After the performance, discuss with students:

- Was it successful?
- What would improve this work?
- What have I learnt about myself?

Resources

- Stereo
- Music device

Music:

- Big Dance by composer Huey Benjamin, downloaded from the Big Dance website

Level 3 – 4

LESSON 9: REFLECT ON PERFORMANCE

Overview

In this follow up session, teachers lead a discussion on the performance outcome. They describe the choreographic intentions and how the elements of dance were used to help express the themes through movement.

Victorian Curriculum Achievement Standards

By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.

Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions.

Alignment to Content Descriptors

Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices (VCADAE025)

Perform dances using technical and expressive skills to communicate ideas and intentions to an audience (VCADAP027)

Identify how the elements of dance and production elements are used to express ideas in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples (VCADAR028)

General Capabilities

Critical and Creative Thinking

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VICICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander peoples (VCADAR028)

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Learning Objectives

Students will

- reflect on own performance and the performance of the group
- reflect on the communication of ideas
- identify the elements of dance and their use in their own performance

Activities

Activities	Lesson 9	
Activity 1	Dance Freeze	10 minutes
Activity 2	Discussion and worksheet	50 minutes

Lesson Detail

Activity 1: Dance Freeze

- Using some of your students' favourite music, start the session off with an easy and fun game of dance freeze.
- Play the music, then pause it.
- On its pause (silence), the students freeze in the exact shape they were in on the beginning of the pause. Depending on the group you have, you can eliminate students to the last 5 (who are all winners).
- Then add freeze shapes. For example, on the pause students get into groups of 4 or 5 and make shapes such as:
 - stars
 - the universe
 - a pirate ship
 - a dinosaur
 - a car
 - a comfy couch
 - a cream bun

Activity 2: Discussion

- Discuss your performance as a group.
- Individually respond to a worksheet that asks about the day of the performance.
 - How did you feel before?
 - What did you do to prepare?
 - What were you thinking about when you performed the dance?
 - How did you think you went?
 - What did others say to you afterwards (your teacher, other students, parents, the Principal)?
 - How was your Big Heart Story different to the one on the Big Dance website?

Resources

- Stereo
- Music device

Music:

- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website

Big Dance worksheet

Name:	Class:
Questions	My answers
What was your class's Big Heart Story about?	
How did you feel before the performance?	
What did you do to prepare?	
What were you thinking about when you performed the dance?	
How did you think you went?	
What did others say to you afterwards (your teacher, other students, parents, the principal)?	
How was your Big Heart Story different to the one on the Big Dance website?	

Level 5 – Level 6

Level 5 – 6

Unit Plan

About this unit

In this unit, Year 5–6 students explore the ideas and content of Big Heart Story through the elements of dance, body awareness, movement and technical skills and creative application. They contribute to the development of the group dance and perform this to an invited audience.

Big Heart Story (2018) by Frances Rings and Craig Bary to music by Huey Benjamin shows the importance of country to Indigenous peoples through movement and dance. This deep relationship with Country is many thousands of years old, in some cases, tens of thousands of years old.

We have provided 9 lessons in this unit plan. This provides teachers with space to repeat lessons or parts of lessons as required.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how this influences their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Perform dance with technical competence, using expressive skills to communicate a **choreographer’s ideas (VCADAP031)**

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VCICCD012)

Personal and Social Capability

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular **roles including leadership, and describe both their own and their team's performance when undertaking various roles** (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Unit Preparation

Prior to using the lesson plans, aim to prepare the students for the unit by introducing, or deepening their understanding of, the history of their area and who the Indigenous people are. Suggestions for how to approach this can be found in the Introduction to this Education Resource.

Preparation for this unit should include

- learning about local Indigenous history and culture
- discovering the ways in which place is important to Indigenous peoples and how that affects many aspects of culture
- paying respect to the custodians of the land on which they live and go to school, including those in the past, present or who will take on the responsibility in the future.

Lesson 1: Red Part 1

Time: 60 minutes

Overview

In this session, students begin to learn Big Heart Story. They will view the Big Heart Story video and discuss what ideas might be expressed by the dancers in each group: red, black and white. They will consider viewpoints including the dance elements they see used well and for a range of purposes. They begin to analyse the ways in which the movement of the body used to represent a story, character or idea.

Learning Objectives

- identify and explore the technical and expressive capacity of non-locomotor body actions, particularly the action of pivoting around a fixed point
- Improvise and develop a movement phrase using the elements of dance that expresses the idea of greetings.
- learn to move safely on an individual level as well as in relation to other bodies in the room

Activities	Lesson 1	
Activity 1	Alignment: tall and collapsed bodies	10 minutes
Activity 2	Technical Challenge B - pivots	10 minutes
Activity 3	View The Big Heart Story – whole group	10 minutes
Activity 4	Learn Part 1 of Red (including the seated section)	20 minutes
Activity 5	Discussion	10 minutes

Lesson 2: Red Part 1 and Entrance

Time: 60 minutes

Overview

In this session students explore and improvise with fundamental movements, such as galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding and collapsing, to refine technical and expressive skills, without accompaniment. With a focus on **body bases, zones and body parts they'll explore known movements and alternative ways to perform them**, while considering safe dance practices. The students collaborate with the teacher to develop an entrance to the dance and combine this with the existing learnt material. They rehearse this and use appropriate dance language to identify key features of the dances.

Learning Objectives

- Identify and explore the technical and expressive capacity of non-locomotor body actions, body bases and body zones
- Improvise and explore the technical and expressive capacity of locomotor movements
- Moving safely on an individual level as well as in relation to other bodies in the room

Activities	Lesson 2	
Activity 1	Dancing body parts and zones	5 minutes
Activity 2	Change it!	10 minutes
Activity 3	Create an entrance	10 minutes
Activity 4	Rehearse entrance and Big Heart Story Red Part 1	30 minutes
Activity 5	Discussion and warm down	5 minutes

Lesson 3: Red Part 2

Time: 60 minutes

Overview

In this lesson, students improvise with body parts and actions and contribute to a collective warm up dance. They revise the entrance and Part 1 of Big Heart Story, then learn Part 2. As they revise and learn, they focus on the elements of dance: space (body shape, levels, direction, pathways, groupings), energy (dynamics – soft, strong, heavy, light, sustained, suspended, percussive, vibratory, collapsing) and the relationships between groupings.

Learning Objectives

- Improvise with body parts and actions safely
- Contribute to a collective warm up dance
- Revise and learn sections of dance focusing on elements of dance: space, energy and the relationships between groupings

Activities	Lesson 3	
Activity 1	Warm up – Together, Together	10 minutes
Activity 2	Body Part Bingo	5 minutes
Activity 3	Revise the dance	10 minutes
Activity 4	Watch Big Heart Story and learn Part 2	30 minutes
Activity 5	Reflection	5 minutes

Lesson 4: Red Part 3

Time: 60 minutes

Overview

In Big Heart Story we see three groups perform the dance. In this session, we discuss why there are 3 groups, how the choreographic devices of contrast and unison are used and their effect on the choreography and the communication of ideas. Students will learn the last part of the choreography, where all 3 groups, Red, Black and White come together. As students in 3-4 are only learning the Red section, the focus is on understanding their place within an entire piece of choreography.

Learning Objectives

- Practice technical and expressive movements present in Big Dance
- Explore choreographed body actions and their expressive potential safely
- Reflect upon and appreciate their role within a larger piece of choreography

Activities	Lesson 4	
Activity 1	Teacher-led warm up	10 minutes
Activity 2	Practice the dance	15 minutes
Activity 3	Learn and add Part 3	25 minutes
Activity 4	Shake it all out	5 minutes

Activity 5	Relaxation	5 minutes
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Lesson 5: Create an Exit

Time: 60 minutes

Overview

In Big Heart Story Australia (2018), the dancers perform movements with skill and coordination. They remember the movements and perform this in time to the musical beats. This takes resilience and perseverance, practice and discipline. In this lesson, students begin the process of developing the technical skills of control, coordination and balance. They discern differences in beat and rhythm.

They recall the order of movements and patterns and pathways of formations, entries and exits.

Learning Objectives

- Continue to develop their expressive skills when practicing the technical and expressive movements present in Big Heart Story
- Contribute further to the choreography by collaborating to make an exit to the piece
- Develop musical appreciation and capacity to imitate simple rhythms and apply understanding of the underlying beat and tempo to the dance

Activities	Lesson 5	
Activity 1	Warm up	10 minutes
Activity 2	Copy-cat rhythms	10 minutes
Activity 3	Create an exit	15 minutes
Activity 4	Practice the dance to music	15 minutes
Activity 5	Warm down	10 minutes

Lesson 6: Performance Techniques

Time: 60 minutes

Overview

To this point in the program, students have created an entrance and an exit to Big Heart Story and have learned all Parts of the RED choreography. This combination makes their

dance unique while also reflects aspects of the original movement choreographed by Francis Rings and Craig Bary.

In this lesson, we ask students:

- What is a performance?
- What do you have to think about when performing?
- How should audiences act when watching a performance?
- What special things should be pay attention to when performing our Big Dance?

Learning Objectives

- Reflect upon and appreciate their role within a larger piece of choreography
- Continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- Learn and begin to apply performance techniques and rehearsal practices

Activities	Lesson 6	
Activity 1	Warm up	10 minutes
Activity 2	Rehearse the dance	20 minutes
Activity 3	Film the dance	10 minutes
Activity 4	Reflection	20 minutes

Lesson 7: Revision

Time: 60 minutes

Overview

To perform well, practice is necessary. Students will feel more positive about their performance the more they practice. Nothing new is introduced in this lesson, as the focus is on allowing the body time to absorb the information and master the movements. At 5-6 level we expect that most students will be able to focus on a performance goal without needing diversion or amusement.

Learning Objectives

- Reflect upon and appreciate their role within a larger piece of choreography
- Continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- Apply performance techniques and rehearsal practices

Activities	Lesson 7	
Activity 1	Warm up	10 minutes
Activity 2	Rehearse the dance	20 minutes
Activity 3	Film the dance	10 minutes
Activity 4	Reflection	20 minutes

Lesson 8: Perform Big Heart Story Red

Time: 60 minutes

Overview

Thousands of people across Australia and the Pacific have performed Big Dance Australia 2018. Many of these dancers performed the movements at the same time. Our students will perform their dance to an invited audience. This may take place in lesson 8, but you may find that you need to repeat lesson 7 to build confidence, memory and performance skills.

Learning Objectives

- Perform a dance for an invited audience and apply limited performance protocols
- Develop performance skills including focus and memory skills
- Reflect on own performance, the performance of the group and communication of ideas

Activities	Lesson 8	
Activity 1	Warm up	10 minutes
Activity 2	Mental preparation - breathing and visualisation	10 minutes
Activity 3	Performance	30 minutes
Activity 4	Discussion	10 minutes

Lesson 9: Reflect Upon Performance

Time: 60 minutes

Overview

In this follow up session, teachers lead a discussion on the performance outcome. They describe the choreographic intentions and how the elements of dance were used to help express the themes through movement.

Learning Objectives

- reflect on own performance and the performance of the group
- reflect on the communication of ideas
- identify the elements of dance and their use in their own performance

Activities	Lesson 9	
Activity 1	Dance Freeze	10 minutes
Activity 2	Discussion	20 minutes
Activity 3	Reflective writing	30 minutes

Level 5 – 6

Lesson Plans 1 – 9

LESSON 1: RED PART 1

Overview

In this session, students begin to learn Big Heart Story. They will view the Big Heart Story video and discuss what ideas might be expressed by the dancers in each group: red, black and white. They will consider viewpoints including the dance elements they see used well and for a range of purposes. They begin to analyse the ways in which the movement of the body used to represent a story, character or idea.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They

describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICICCD012)

Personal and Social Capability

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular **roles including leadership, and describe both their own and their team's performance when undertaking various roles** (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- identify and explore the technical and expressive capacity of non-locomotor body actions, particularly the action of pivoting around a fixed point
- improvise and develop a movement phrase using the elements of dance that expresses the idea of greetings.
- learn to move safely on an individual level as well as in relation to other bodies in the room.

Activities

Activities	Lesson 1	
Activity 1	Alignment: tall and collapsed bodies	10 minutes
Activity 2	Technical Challenge B - pivots	10 minutes
Activity 3	View Big Heart Story – whole group	10 minutes
Activity 4	Learn Part 1 of Red (including the seated section)	20 minutes
Activity 5	Discussion	10 minutes

Lesson Detail

Activity 1: Alignment (tall and collapsed bodies)

Music suggestion: Pokinoi [From Saltimbanco], Cirque Du Soleil

- Ask students to spread out in the room, with enough space to rotate in a circle with arms out to the side.
- Show the picture of good alignment. Ask the students to try to stand in good alignment.
- Ask the students to show examples of poor alignment.
- Repeat good and poor alignment using the terms: tall bodies and collapsed bodies.

- Students now move around the room and as you call out ‘tall bodies’ they must move in as tall a way as possible and as you call out ‘collapsed bodies’ they must move in that way.



- Standing in a relaxed posture to engage in a visualisation activity
- **Imagine you’re standing straight.**
- Think about your shoulders.
 - Are they level?
 - Are the fingertips on your left-hand level with the fingertips of the other?
 - Is your head tilted?
 - If you were to draw a line down the centre of your body, would the line go from the crown of your head, ears, shoulders, hips, knees and ankles?
- Invite students to spread out and close eyes for the slow-motion collapse activity.
- Starting by all standing tall, students very slowly collapse, in a very controlled way, to the ground. Describe this as a slow-motion race. The last person to finish on the floor is the winner.
- Apply some rules to this activity such as:
 - There must be continuous movement.
 - Silence throughout the activity.
 - Once students have reached a point where they cannot collapse any further, they must stay where they are.
 - No travelling from your spot.
- This activity can be reversed, starting on the floor with the goal to be the last person standing.

Activity 2: Technical Challenge B - pivots

- Explain that a pivot is a point where action can take place. In dance a pivot occurs around a fixed point, such as a foot on the floor, or around a joint.
- As a group, explore pivoting heads, hands, fingers, arms, lower legs, feet by circling them, trying to keep the rest of the body still.

- Ask the students to form pairs and take in turns inventing a different way of pivoting. The partner viewing must be alert, keep his/her partner safe and give feedback.
- Together the pair select their five favourite pivots.
- Ask the students to make a short dance connecting their five pivot actions in a way that communicates the idea of saying hello. This will be their Hello Dance.
- Challenge the students to add extra material in between each pivot, expanding the phrase a little. For example, a turn on the foot (pivot), a balance in a shape, running around a hand placed on the floor (pivot), running on the spot, spinning on bottoms (pivot), spiralling up to standing, windmill arms (pivot), clap, circle wrists (pivot), clap
- Ask the students to create a beginning and end to their sequence
- Half the class (5- 6 pairs) perform their sequence/phrase to the other students and vice versa.
- Conduct a discussion around the technical challenges of this activity:
 - When is it easier to turn?
 - Does it have anything to do with alignment? Force? Speed? Shape?
 - **How could we do this safely, so we don't injure our bodies?**

Activity 3: View Big Dance – whole group

- Before viewing, explain that there are three groups in Big Dance and remind students that they will learn Red. Year 5-6 is the only group in this program that performs the entire RED dance.
- Point out examples of pivots, for example, the turn after walking forward with arms is one.
- Ask them to look for other examples of pivots.

Activity 4: Learn Part 1 of Red (including the seated section)

- **Explain to the class, that most of this section is performed in place, that is, it doesn't travel much, except for a few steps forward or to the right or left.**
- Follow the video instructions or learn the dance beforehand and download the teacher notes for reference as you teach the students the first section.

Teaching Tips

- Teach 8 -16 counts at a time.
- Repeat each small part several times before you move onto the next part. In this way you build skill, confidence and provide time for the students to embody the movement (where it becomes part of their muscle memory).
- When you get to the pivot step, allow the students a moment to work out for themselves how the movement should be performed, analysing the action like a detective.

- This section has 2 parts:
 - a standing phrase which is repeated twice, and
 - a seated phrase.

Ideally legs are crossed in this phrase, but this may not be possible for all students. Adapt as required. The seated section begins by repeating the first phrase, with some slight variation. It then introduces some new material.

13. Take the left hand, pulse it over your heart and slide it down to the palm of the right hand (counts 1, 2, 3, 4).
 - Repeat on the other side (counts 5, 6, 7, 8).
 - Repeat once more with left hand (counts 1, 2, 3, 4).
 - Repeat again with right hand (counts 5, 6, 7, 8).
14. Reach both hands forward;
 - Return hands to heart (counts 1, 2, 3, 4).
 - Repeat: reach both hands forward; return hands to heart (counts 5, 6, 7, 8).
15. Two pulses, elbows back (counts 1, 2, 3, 4).
 - Take arms out to side, above the head, down the front to heart (counts 5, 6, 7, 8).
16. Extend L hand to L side (1, 2)
 - Repeat on other side (3, 4)
 - Bring both arms forward, palms up (5)
 - Three pulses. Two of these are with palms up, the last one comes to elbows up, hands down (6, 7, 8).
17. Four arm circles forward (counts 1, 2, 3 turn, 4)
 - Brush side right, brush side left, brush forward both arms.
18. Brush right hand to right side, brush left hand to left side, brush both hands forward; Grab with right hand, grab with left hand, reach forward and grab something, bring it in.
19. 3 chest expansions, reach forward and bring both hands behind your back (1, 2, 3, 4)
20. With hands behind your back, rock x 8, with your body leaning forward and dip with your shoulders starting with your left (5, 6, 7, 8, 1, 2, 3, 4).
21. Sit up taller and rock with your hands behind your back x 4 (5, 6, 7, 8).
22. Continue rocking side to side but now, lift elbows (1, 2, 3, 4)
23. Sprinkle out to one side, pull the hands back & lean back; repeat other side
24. Take 8 counts to stand up.

The first section of the Red T-shirt group finishes on the dancers standing again.



Activity 5: Discussion

- Facilitate a discussion where students discuss how they felt learning the dance. Reiterate that students will have many opportunities to practice and build their skill and confidence.
 - What did some of the movements remind them of?
 - What ideas do they think Big Dance might be communicating?
 - What challenges they might see ahead of them?
 - What dance elements did you think were used well (refer to body shape, use of space, body actions, body bases, use of time, use of energy)?
 - Was your mood changed by this dance? (Students should refer to the energy, shapes, tempo, music, staging in their answers)

Resources

Music:

Swing Gitane by The Underscore Orkestra (Free Music Archive)

https://freemusicarchive.org/music/The_Underscore_Orkestra/The_ExtraOrdinary_Adventures_of/06_Swing_Gitane

‘Pokinoi’, Saltimbanco, Michael Delaney Cirque Du Soleil, RCA Victor, 1992

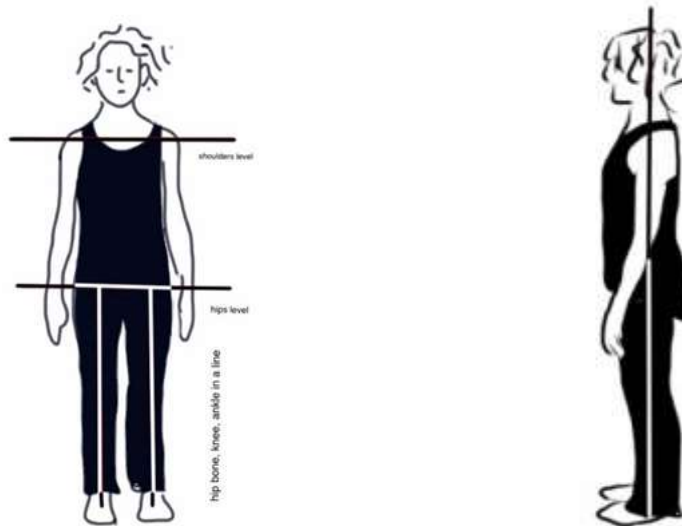
Big Dance – The Big Heart Story:

Download all Big Dance specific resources from <https://www.bigdance.org.au/learn>

- Big Dance music
- Big Dance whole group and Red T-shirt group (2 videos)
- Learning Guide Red T-shirt group

Images:

Images by Rank, K., Teaching Primary Dance, Curriculum Press, 2014



Level 5 – 6

LESSON 2: RED PART 1 AND ENTRANCE

Overview

In this session students explore and improvise on fundamental movements, without accompaniment, to refine technical and expressive skills, for example, galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, and collapsing. With a focus on body bases, zones and body parts they will explore known movements and alternative ways to perform them, while considering safe dance practices. The students collaborate with the teacher to develop an entrance to the dance and combine this with the existing learnt material. They rehearse this and use appropriate dance language to identify key features of the dances.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and

intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VCICCD012)

Personal and Social Capability

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- identify and explore the technical and expressive capacity of non-locomotor body actions, body bases and body zones
- improvise and explore the technical and expressive capacity of locomotor movements
- move safely on an individual level as well as in relation to other bodies in the room.

Activities

Activities	Lesson 2	
Activity 1	Dancing body parts and zones	5 minutes
Activity 2	Change it!	10 minutes
Activity 3	Create an entrance	10 minutes
Activity 4	Rehearse entrance and Big Heart Story Red Part 1	30 minutes
Activity 5	Discussion and warm down	5 minutes

Lesson Detail

Activity 1: Dancing body parts and zones

- Ask students to stand up and form a large circle, facing inwards, with enough space between individuals to reach their arms out to the side, without touching anyone else.
- Play some up-beat music. Ask the students to follow your movements as exactly as they can.

- Shake a body part to the music, shake it high, low, into and out of the circle.
- For safety reasons, begin gently, and build in size and speed over the course of the song/music. Whether you can shake vigorously depends on the body part. Avoid shaking the head too vigorously.
- Repeat this approach with other body parts.
- Turn to face the line or circumference of the circle and travel forward and sideways shaking hands, shoulders, hips, knees.
- Turn back to face the inside of the circle.
- Play some quiet music. Ask the students to follow your movements as exactly as they can.
- Explore upper body movements, Lower body movements. Right side, left side. Whole body. Back to one body part. Challenge students to move at a large scale and at a very small, micro scale.
- Initially this is teacher-led, but can be student led, depending on the capacity of individuals in the group.
- Elaborations can include moving into the circle and back to original places in ways that are slow, fast, high and low, forward, sideways and backwards.

Teaching Tip

This activity can be teacher led, or each student can contribute an action.

Music suggestion: 2 tracks, one upbeat, one quite

- Shake Senora Harry Belafonte
- Gymnopedie No 1 by Satie

Activity 2: Change It!

- Ask students to travel in lines down the room. When they get to the end of the room, they peel off and walk in single file back to their original starting places and **wait their line's turn to move again.**
- Locomotion across the floor: students choose their own way of moving forward. You may need to prompt. Ideas could include walking, running, galloping, hopping, crawling, marching, rolling, skipping, turning, leaping, jumping, sliding, rolling, slithering.
- **On your instruction, 'change!'**, students continue to travel forward but must change the mode of locomotion. You can add challenges by asking students to change level (high, medium, low), change level again, and again.
- Break students into pairs to choreograph a short dance based on changing locomotor movements. They must start at one end of the room and finish at the other end.
- Students perform their dances.
- Ask the observers to guess what the original movement was before it was changed. Ask students to count the number and identify the ways in which it was changed.

Activity 3: Create an entrance

- Big Dance Red begins with 6 x 8 counts (or 12 bars of 4/4) as an introduction. There is the opportunity here for the students to collaborate on ways to enter the space.
- Consider the style of the choreography – its earthed or grounded quality and discuss what you might like to communicate.
- Is it a feeling, a sense of anticipation, excitement, or the beginning of a story?
- Do you simply want to build a formation, slowly until everyone is in the space?
- Do you want to show some movement that is suggestive of the movements the audience will see in the dance proper?
- Discuss some of the more interesting locomotive actions you observed in the previous activity.
- Would these be good options for the entrance? Why? Why not?
- Discuss different animals and plants that you might see if you walked across Australia. For example birds flying, snakes slithering, wombats crawling, berries you might pick. Use your own discretion and experiment with layering an animal action or plant related action to a travelling movement; for instance, walking and picking berries, creeping and slithering hands like a snake, crawling slowly and carefully like a wombat.
- Field suggestions from students and try out a few.
- Try out different things until you find something most students can do confidently and well.
- Select and combine movements to make a travelling sequence.
- Decide upon a starting formation (i.e. lines, scattered around the space, a cross) and place students within it.
- Decide whether students will appear and travel to these places as a whole group, individually, in pairs or in small groups.
- Students use the travelling sequence to travel into their starting positions and formation.

Extension Activity

If you're finding the movement a bit plain, use choreographic devices such as

- contrast: where you create 2 travelling sequences and half the class perform travelling sequence A and half the group perform travelling sequence B.
- canon: where one person or group begins the phrase, then after 4 counts another person or group begins etc.

Rehearse and confirm what the group will be doing.

Activity 4: Rehearse entrance and Big Heart Story Red Part 1

- Without and then with music rehearse Part 1 of the dance.

- Discuss and refine any difficult sections.
- **To aid memory, give key movements names.** For example, ‘waves’ may be useful for the 3 walks forward and the turn. The students may like to help with naming.
- Combine Part 1 with the entrance you developed in Activity 4.
- Rehearse the 2 parts one after the other.

Activity 5: Discussion and warm down

- Take the students through a slow, light stretch and warm down.
- Slowly circle the shoulders back, lean forward and stretching out the back, downward dog, cobra, lunges, hamstring stretches, Achilles tendon stretches.
- While you are doing this, discuss:
 - When you perform this dance, what relationship are you aiming to create between the dancers and the audience?
 - How can you do this?
- Inform students that in the next session they will be filmed.

Resources

Music:

- ‘Jump in the Line’ (Shake, Senora) composed by Lord Kitchener, performed by Harry Belafonte, Jump Up Calypso, RCA, 1961
- Gymnopedie No 1 by Eric Satie, first published in 1888

Big Dance – The Big Heart Story:

Download all Big Dance specific resources from <https://www.bigdance.org.au/learn>

- Big Dance music
- Big Dance whole group and Red T-shirt group (2 videos)
- Learning Guide Red T-shirt group

Level 5 – 6

LESSON 3: RED PART 2

Overview

In this lesson, students improvise with body parts and actions and contribute to a collective warm up dance. They revise the entrance and Part 1 of Big Heart Story, then learn Part 2. As they revise and learn, they focus on Elements of Dance: space (body shape, levels, direction, pathways, groupings), energy (dynamics – soft, strong, heavy, light, sustained, suspended, percussive, vibratory, collapsing) and the relationships between groupings.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VICCCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)

Personal and Social Capability

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- improvise with body parts and actions safely
- contribute to a collective warm up dance
- revise and learn sections of dance focusing on elements of dance: space, energy and the relationships between groupings.

Activities

Activities	Lesson 3	
Activity 1	Warm up – Together, Together	10 minutes
Activity 2	Body Part Bingo	5 minutes
Activity 3	Revise the dance	10 minutes
Activity 4	Watch Big Dance – The Big Heart Story and learn Part 2	30 minutes
Activity 5	Reflection	5 minutes

Lesson Detail

Activity 1: Warm up-Together, Together

- Students stand in a circle, facing the centre for a simple follow-the-leader activity, which leader changes frequently.
- Either one by one, along the line of the circle, or as chosen by the teacher, students initiate a simple, repetitive movement which is performed 4 to 8 times. Examples of movements include
 - swinging arms
 - alternative arm reaches up
 - circling hips one way then the other
 - stepping forward with right foot, forward with left, back with right, back with left.
- The repetition allows a rhythm to be established and the opportunity for students to identify the physical requirements of the movement.
- After the movement has been repeated several times, move to the next student who introduces a new movement. As a rule, other students continue with the existing movement until the next student has established the pattern/rhythm of their movement. Teachers may need to prompt students as to when the change will occur.
- You can direct students to create movement that warms up specific body parts, such as the neck, shoulders, wrists, hips, knees, ankles, feet and toes.
- The first cycle around the circle should focus on gentle, stationary movements. The range of movement will then gradually increase.
- After the first cycle, you can begin to introduce travelling movements with students leaving and returning to their original places in the circle.
- A final cycle might include more dynamic movements and some jumps.

Activity 2: Body Part Bingo

Music suggestion: Carnival of the Animals (14 short songs) by composer Charles-Camille Saint-Saëns

- Ask students to spread around the room, with plenty of personal space around each. In this teacher-led activity, combine body parts from set A with body actions from set B (in the resource section of this resource) and call these out to students. Student respond by moving the body part in the way the body action suggests. For instance, wriggle fingers, circle nose, float arms. Practice this without music.
- Choose some a range of music tracks that can be played for several seconds as students improvise movement with body parts.
- Turn the music off when you are giving instructions and ask students to **'freeze'** as you speak.
- Stand up and form a large circle, facing inwards, with enough space between individuals to reach their arms out to the side, without touching anyone else.

Activity 3: Revise the dance

- Revise the dance to date with your **class's unique entrance**.
- Consider the element of dance: space, which includes:
 - direction
 - focus
 - level
 - pathways on entrance
 - size of a shape or movement and
 - where the students are spaced.

Activity 4: Watch Big Heart Story and learn Part 2

- Remind student that Red is divided into three sections.
- Watch the Big Dance video and Learn Part II Red
<https://www.bigdance.org.au/learn>

Teaching Tips

- Part 1 focuses on the basic phrases for Red (standing and sitting), voice instruction by Jye Uren.
 - Part 2 focuses on the choreography for when one group joins the other, voice instruction by Frances Rings.
 - Part 3 focuses on how each group comes together, voice instruction by Craig Bary.
 - Part 2 begins with 8 heartbeats with the chest extending forward. Thematically, it is the heart that pushes the blood through the body. Figuratively, bloodlines and culture are something all people have. These form part of our Australian shared identity.
 - The starting position should be a neutral position, with parallel feet – any of kneeling, standing and seated – with the eyes up, with both hands to the side.
 - **Practice each section until it starts to feel comfortable and your dancers don't hesitate in between movements.**
7. Heartbeat: eight chest expansions/pulses (counts 1- 8)
 8. Touch R foot forward, R hand goes above your head, with your left arm wrapped around your body (1);
 - Bring foot back and take the other foot forward, with arm up and other arm wrapped around the body (2);
 - Repeat again both sides (3-4)
 - Dip in the middle, with hands crossed (5); Come back to standing (6); Dip again (7); Come to heartbeat hands (8).
 9. Drop down (1); Open chest (2);
 - Drop down (3);
 - Open chest (4)
 - Cut right arm across to left (5);
 - Pull up, hands on shoulders (6);

- Cut left arm across to right (7), pulling up (8).
- 10. Travel towards the back wall, cut with opposite arm x 4 (counts 1-4); Circle one arm around and to the shoulder (5-6); Circle the other arm around (7-8).
- 11. Travel backward to the audience, twisting, with hands on sides of head (1-4); Rock forward and reach your arms forward, rock back and pull back your elbows (5-6);
 - Repeat (7-8).
- 12. Turn around to face the front: Rock forward and reach your arms forward, rock back and pull back your elbows (1-2); Repeat (3-4).

Some students may benefit from some simple adaptations of the dance. For ideas to adapt Big Heart Story, go to <https://allplaydance.org.au/big-dance/>

- Film the students and play back, if time.

Activity 5: Reflection

- Watch the video of own performance (Introduction and Part 1)
 - What things is everyone doing well?
 - What are the most interesting parts and why?
 - What are we saying with our dance?
 - How can we improve on that?

Resources

- Big Heart Story videos: <https://www.bigdance.org.au/learn>
- Access to the internet, or pre-downloaded video file.
- Projector or electronic whiteboard and computer.
- Body Part Bingo Cards.
- Stereo and music device.

Body Part Bingo Cards

Set A – Body Parts

Fingers	Back	Legs
Knees	Head	Wrist
Nose	Shoulder	Bottom
Eyes	Stomach	Neck
Chin	Hips	Toes
Feet	Elbow	Arms

Set B – Body Actions

Float	Twist	Stretch
Throw	Roll	Dab
Wriggle	Curl	Bounce
Circle	Bend	Push with
Swing	Shake	Draw with
Tap	Tighten and relax	Point with
Wave	Lift	Flick
Lower	Open	Close
Curve	Straighten	Move forward
Move back	Move up	Move down

Level 5 – 6

LESSON 4: RED PART 3

Overview

In Big Heart Story we see three groups perform the dance. In this session, we discuss why there are 3 groups, how the choreographic devices of contrast and unison are used and their effect on the choreography and the communication of ideas. Students will learn the last part of the choreography, where all 3 groups, Red, Black and White come together. As students in 5-6 are only learning the Red section, the focus is on understanding their place within an entire piece of choreography.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Perform dance with technical competence, using expressive skills to communicate a **choreographer's ideas (VCADAP031)**

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)

Intercultural Capability

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)

Personal and Social Capability

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular **roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)**

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- practice technical and expressive movements present in Big Dance
- explore choreographed body actions and their expressive potential safely
- reflect upon and appreciate their role within a larger piece of choreography.

Activities

Activities	Lesson 4	
Activity 1	Teacher-led warm up	10 minutes
Activity 2	Practice the dance	15 minutes
Activity 3	Learn and add Part 3	25 minutes
Activity 4	Shake it all out	5 minutes
Activity 5	Relaxation	5 minutes

Lesson Details

Activity 1 Teacher led warm up

- Ask students to stand in a big circle, facing the centre, with enough room between them to swing arms without touching. In this simple, teacher-led warm up, starting with isolations of joints, small movements to bigger muscle groups and larger movements. For example:
 - Look up, look down, look to the side and the other side, tilt your head, circle it.
 - Lift and lower, circle shoulders.
 - Lift arms individually and together, circle whole arms gently, making the circles larger gradually.
 - Hands on hips, circle hips one way then the other.
 - Lift one leg, bend at the knee; circle lower leg one way then the other. Hold the leg with hands interlaced underneath the thigh and balance; circle the foot one way then the other, repeat with other leg.
 - With feet together, little knee bounces, little jumps on the spot, star jumps, running on the spot.
 - Big steps into the middle of the circle, big steps out; creep into the centre of the circle and out; hop in and out, march in and out etc.
 - Stand with feet wide apart and breathe in slowly, take the arms up, breathe out slowly, take the arms down.

- With feet together, bend your knees and touch your toes, gently straighten **knees in this position, but don't force this stretch, respect your limitations.**
- You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.

Activity 2: Practice the Dance

- Without music, talk through the Entrance, Part 1 and Part 2.
- Discuss the entrance and sequence of movements you created with the students in the previous session. Walk it through and then practice it twice to music.
- Remind the students that the choreographers are communicating ideas through Big Dance:
 - **'The red is really the heart of our country. It's the red soil, it's our bloodline, it's our lineage and it's our spiritual heart of Australia, which is Uluru... that is something that Indigenous and non-Indigenous people connect with.'**
 - **The student's ideas for their Entrance.**

In the choreography, Rings and Bary explored several themes and ideas including:

- Indigenous and non-Indigenous people coming together in a shared dialogue.
- Country; its spiritual heart, its red earth.
- Bloodlines and culture making up our shared identity.
- Breathing into our shared cultural life and sustaining that connection.

These are embedded within the movement, and in some of the group structures. The more you practice the dance, the more you will sense these connections. This is an important factor in the work. Learning the movements until they almost feel second nature will help you understand the ideas and stories behind the dance.

Activity 3: Learn and add Part 3

- Teach RED Part 3 – coming together - step by step movement:
- Stand in parallel position of feet, with arms to the side as the starting position
- 1. Rock forward and reach your arms forward, rock back and pull back your elbows (1-2); Repeat (3-4); Right hand to sky, other hand on shoulder (5); Change (6); Change (7); Change (8).
- 2. Two hands up (1); Two hands down (2); Two hands up (3); Open on (4)
- 3. Slight direction change follows: Red and white groups step to the left, black group steps to the right
- 4. Lunge to the side and scoop same arm, bring feet together, hands on shoulders, repeat to the other side. Continue this action facing each of the walls (facing front, side, back, side, front again).
- 5. Heartbeat (right hand to heart, left hand holds your elbow): Rock forward on left (1); Rock back (2); Rock forward (3); Bring feet together and straighten your arm by

pushing your elbow towards the centre of your body (4); Forearms parallel (5); Circle the arms around, finish with opposite arm on top in parallel arms (6-7); Open fingers (8).

6. Four steps back, starting on the left foot and cutting with the right hand (1-4); Circle the left hand back and to the left shoulder, big bend (5-6); Repeat with the right arm (7-8).

Activity 4: Shake it all out

Reward the students for good focus and good concentration with a free dance, with a focus on shaking different body parts. At no time do the dancers stop until the end of the track.

Activity 5: Relaxation

- Students lay on the floor and close their eyes.
- Guide them through a connection to breath:
 - in for 4 out for 4;
 - in for 4 out for 5;
 - in for 4 out for 6 etc until 8.

Resources

- Stereo
- Music device

Music:

- 'We will Rock You', Queen, *The Platinum Collection: Greatest Hits I, II & III*, Hollywood Records, 2004
- *Big Dance* by composer Huey Benjamin, downloaded from the Big Dance website

Level 5 – 6

LESSON 5: CREATE AN EXIT

Overview

In *Big Heart Story* (2018), the dancers perform movements with skill and coordination. They remember the movements and perform this in time to the musical beats. This takes resilience and perseverance, practice and discipline. In this lesson, students begin the process of developing the technical skills of control, coordination and balance. They discern differences in beat and rhythm. They recall the order of movements and patterns and pathways of formations, entries and exits.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Perform dance with technical competence, using expressive skills to communicate a **choreographer's ideas (VCADAP031)**

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)

Intercultural Capability

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)

Personal and Social Capability

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular **roles including leadership, and describe both their own and their team's performance when undertaking various roles** (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- contribute further to the choreography by collaborating to make an exit to the piece
- develop musical appreciation and capacity to imitate simple rhythms and apply understanding of the underlying beat and tempo to the dance.

Activities

Activities	Lesson 5	
Activity 1	Warm up	10 minutes
Activity 2	Copy-cat rhythms	10 minutes
Activity 3	Create an exit	15 minutes
Activity 4	Practice the dance to music	15 minutes
Activity 5	Warm down	10 minutes

Activity 1: Teacher led warm up

This simple teacher-led warm up starts with isolations of the joints and small movements and increases to the use of bigger muscle groups and larger movements. It is an extract from Teaching Primary Dance, A Primer for Primary School Generalist Teachers, used with permission of the author, Katrina Rank.

This warm-up begins with small movements of the head and body parts, moving the joints and circulating the synovial fluid that fills the spaces between the ends of bones. Use small, slow controlled movements and work up to larger movements. Repeat each movement several times; I prefer 4 or 8 repetitions before moving on.

Stand in a circle with everyone facing inwards.

Part 1:

Move the head, slowly and with control:

- Gently tilt head to the right and left.
- Put chin to chest then look up slightly.
- Look side to side.
- Rotation of the head following a half circle: the head tilts to left, drops forward, tilts **to the right, drops forward, tilts to the left. Don't rotate to the back. This can place too much pressure on the nerves of the neck.**

Part 2:

Isolate the shoulders and explore their range of motion:

- Raise both shoulders as you breathe in, relax and drop them with the breath out.
- Circle both shoulders (forward, up, back, down) several times, then reverse. Focus on the possible movements of just one shoulder – raising, lowering, forward, back, circling, shaking; repeat with the other shoulder.
- Circle both arms backwards and forwards.
- Windmills: circle one straight arm at a time backwards (like backstroke), then forwards (like freestyle swimming).
- Give yourself a hug: take arms to the side, parallel to the floor and stretch as wide as you can from fingertip to fingertip, then cross the arms across the chest (give yourself a hug), repeating several times.
- Reach right arm up to the ceiling, then reach to the left, alternating several times.
- Repeat with left arm reaching up and to the right.

Part 3:

Wake up the spine:

- Twisting from side to side.
- Bending forward, standing, then reaching up high (always slightly bend knees on forward bends).
- Breathing out and curving forward, breathing in and expanding the chest.

Part 4:

Free the hips and lower back:

- Swing hips to right then left.
- Circle as though working a hula hoop in slow motion.
- Older students can try to trace figure 8s with alternate hip bones.

Part 5:

Energise the legs and find your balance:

- Shakes: stand on one leg, gently shake the free leg to the front, side and back, swap legs
- Wiggles: stand on two legs and wriggle both legs.
- Knee circles: stand on one leg, bring the other leg up to an angle of 45 degrees, circle the lower leg in one direction several times, then circle in the other direction; swap legs.
- Knee hugs: stand on one leg, hug knee to chest, repeat on other leg.
- Thigh stretches: balance on one leg, hold the foot of the other leg behind you, bringing it to the buttock, stay there for a few moments; swap legs.
- Demi pli  : with feet in parallel position, perform small, controlled knee bends.
- Pli  : with feet in parallel position, slowly and with great control, perform one full **knee bend to a squat and go back to standing (don't stay in the squat)**.
- Donkey kicks with flexed foot at 45 degrees, alternating legs: forward, forward, side, side, back, back, side, side. Variations include 2 kicks with one leg (forward and side) then changing legs; or 4 kicks with one leg (forward, side, back, side) then changing legs; more variations are possible. Be gentle on the extension. Too vigorous a kick is not good for the knee joint.

Part 6:

- Explore movement of the ankles, feet and toes:
- Circle one ankle then the other.
- Flex and stretch the foot.
- Walk through the feet, keeping the balls of the feet on the ground.
- March on the spot.
- Sit with legs out in front and alternately point (elongate the front of the foot) and flex (draw the toes towards you).

Part 7:

Gradually build up to locomotor movement. Keep all movement initially low impact (always one foot in contact with the floor):

- Walking in a big circle, on tiptoes, on heels, skating, stomping, strutting, scampering, creeping, lurching, striding, gliding, floating.
- Then move to high impact, should you wish, such as: hopping, skipping, jogging, dashing, jumping, leaping, turning. If you are studying a specific style of dance, introduce movement specific to that style.

Part 8:

Introduce light stretching at the end of your warm-up, using stretches common in sport and yoga: plain and deep lunges, cobra, v-sit, cat stretch and downward dog.

Teaching Tips

- Use music with a strong, steady beat.
- Two or three 3-minute tracks should be enough:
 - one for non-locomotor stationary movement
 - another for locomotion
 - and the last, a slower track, for stretching.
- Right and left become more complicated in a circle. Depending on the year level, either keep it very simple or decide not to worry about whether students use the right or left side of the body. Be careful when travelling to the right or left when facing the centre of the circle, as collisions are likely.
- Avoid fast, uncontrolled movements.
- Encourage students to isolate body parts with the rest of the body remaining still.
- If a movement is too difficult, modify it by slowing it down, changing the body part, changing the level from standing to sitting, or move on.

Activity 2: Copy-cat rhythms

This activity may require some preparatory work with rhythms.

- Ask students to sit on the floor.
- Begin this activity as a teacher-led activity, clapping out a 4/4 pulse or beat and counting at the same time.
 - Accent the first beat with a louder clap. For example: 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4.
 - Repeat this in 3s. For example: 1, 2, 3, 1, 2, 3, 1, 2, 3.
 - Repeat this in 2s. For example: 1, 2, 1, 2, 1, 2, 1, 2.
- Now clap out some rhythms, which the students then copy, using a mixture of normal, slow and fast beats, e.g. 1+2, 3 wait 4. It is important to repeat these rhythms at least 4 times so that the students can determine and feel comfortable with the pattern. Start with simple clapping patterns, such as 1, 2, 3, pause 1, 2, 3, pause and progress to more difficult ones. You can base the more difficult rhythms on nursery rhymes without singing the song, for example
 - Row, row, row your boat
 - Jingle Bells
 - Rock around the clock
 - Little Brown Jug
 - Nutcracker march.

Teaching Tips

- See <https://youtu.be/INbZLgg5Oy0> for some rhythmic inspiration.
- See <https://youtu.be/j7pXK-E4wtI> for a basic body percussion routing (cheese grater x4, slides x 4, rock groove x 4, slides x 4, butterfly x 4, slides x 4).
- See <https://youtu.be/6jHIROgEzmg> for advanced rhythms.

Extension Activity

- In future applications of this activity, you can invite one or two students to assist you as the leader. Keep it very simple.
- Discussion topic: 3 groups perform the dance. Note that the White and Black groups perform different movements in the second section. In the third section, there is less contrast and more unison, with a few exceptions.
- Discuss contrast and unison and their effect on the choreography.

Activity 3: Create an exit

- Discuss the entrance. Should you exit in the same way you entered or create 3 contrasting groups, leaving in different ways?
- Remind students that everything we do has the potential to communicate meaning. What do you want to communicate in your performance?
- Discuss and consider how to best use the following elements of dance: direction, pathways, length of time remaining.

Activity 4: Practice the dance to music

- Use this as an opportunity for the students to experience moving to a range of world music styles.
- Prepare your music in advance on a playlist so that you can quickly move from one style to another.

Activity 5: Warm down

- Standing in a circle: slow twisting, reaching, swaying, collapsing, melting to the floor.
- Guide the students to the floor and through 5 slow breaths in and out, 1 big yawn and a bit of a wriggle.

Resources

- Stereo
- Music device

- Projector, computer or electronic whiteboard

Video:

- Big Dance- The Big Heart Story videos: <https://www.bigdance.org.au/learn>

Music:

- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website
- Brown Jug Polka, The Shenanigans, Shenanigans Music, Bush Dances of New Holland, Vol. 2, 1994
- ‘Oye China’, Radio Tarifa - Rumba Argelina, World Circuit 1994
- Ancestral Voices, R. Carlos Nakai_William Eaton, Canyon Records, 1994
- ‘Tchavolo Swing’Latcho Drom (Bande Originale Du Film), Caroline Records, 1993
- Soy, Gypsy Kings Gypsy Kings– Soy, P.E.M., 1993
- Track 1 from the motion picture, Amélie, Yann Tiersen, Virgin Records, 2001
- Yismechu, Bohemian Nights 2017, <https://bohemianights.bandcamp.com/track/yismechu>

Level 5 – 6

LESSON 6: PERFORMANCE TECHNIQUES

Overview

To this point in the program, students have created an entrance and an exit to Big Heart Story and have learned all the parts of the RED choreography. This combination makes their dance unique while also reflects aspects of the original movement choreographed by Francis Rings and Craig Bary. In this lesson, we ask students:

- What is a performance?
- What do you have to think about when performing?
- How should audiences act when viewing a performance?
- What special things should be pay attention to when performing our Big Dance?

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Perform dance with technical competence, using expressive skills to communicate a **choreographer's ideas (VCADAP031)**

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VCICCD012)

Personal and Social Capability

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- reflect upon and appreciate their role within a larger piece of choreography
- continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- learn and begin to apply performance techniques and rehearsal practices.

Activities

Activities	Lesson 6	
Activity 1	Warm up	10 minutes
Activity 2	Rehearse the dance	20 minutes
Activity 3	Film the dance	10 minutes
Activity 4	Reflection	20 minutes

Activity 1: Teacher led warm up

Use the activity description in the previous session. You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.

Activity 2: Rehearse the dance

- Before you rehearse the dance, discuss

- What must we do to prepare ourselves before a performance?
- What do we do during a performance?
- What do we do after we perform and after others perform?
- Start from the audience perspective: They usually come because they are invited **and interested. They want to see the performers do well, so they're usually on your side.**

Explain audience rules:

- The audience sits or stands where they are asked to.
- The audience turn off their devices.
- The audience stops talking when the performers arrive and stay quiet while the performance takes place.
- The audience shows their appreciation of the performance by clapping, or shimmering hands in the air.
- The audience waits for the performers to leave before leaving themselves.
- As audiences ourselves we try to comment on the good things we saw.

Explain performer rules:

- Performing is great fun, but it takes a bit of getting used to
- Performers arrive at the performance venue a long time before the audience.
- Performers prepare themselves by warming up and getting into their costume and makeup.
- Performers know what they are going to do and have practiced a lot beforehand.
- **Performers keep their voices very quiet and don't talk at all before and when they come onto the stage or performance space.**
- Performers keep performing until the end of a piece, even if they forget something.
- **Performers usually don't stop and wave at people they know in the audience. They can see these people later.**
- **Performers don't talk to each other when they are performing.**

Teaching Tips

There are several things you can do to support your students performing to the best of their ability. Discuss aspects of the following in the context of watching the Big Heart Story video. Change the language to suit the age of your students.

Inspire confidence

The students don't have to be perfect, but they do need to feel that will be able to remember and perform the dance from start to finish. So, in the weeks prior to performance, ensure they practice often. Positive encouragement and specific feedback are critical in the rehearsal phase but provide only positive encouragement and general comments prior to performing.

Learn to be present

Help students set aside any problems or worries, and fully focus on performing the dance.

Continue even when you make a mistake.

In your rehearsals, remind students that if anything unexpected happens, try to keep going. **Chances are that the audience won't notice. Don't dwell on mistakes or worry about what people think, just concentrate on what the next action is.** Remind the students that you will **be there and won't allow anything terrible to happen.**

Commit

- It is important that students fully commit to their dance performance. If they try their best, you will be proud of them and so will others. Help the dancers believe **what they're about to do is truly awesome!**
- **You, as teacher, must also commit. Don't change the choreography at the last minute.** This tends to have the effect of undermining the students and increasing anxiety. Accept that rarely is anything perfect and that might include the choreography. Practice the dance several times with a few of these things in mind.
- Practice waiting to come into the performance space.
- Practice arriving into beginning places with the music. Repeat this as many times as necessary.
- Remind students about focus and concentration.
- Practice the dance.
- Practice the entrance and the dance and record it on video.

Activity 3: Film the dance

- Advise students that this is the last time they will get to rehearse properly before they perform to an audience in the next session.

Activity 4: Reflection

- Show the recorded dance and discuss:
 - What worked and why?
 - What was interesting?
 - How could we make it better?
- **Write up a list of Big Dance things to think about. Place this in the students' classroom to refer to over the week.**
- Ask students to lay on the floor, close their eyes and imagine themselves performing the Big Dance for family and friends.
- Guide them through five slow breaths in and out, one big yawn and a bit of a wriggle.

Resources

- Stereo

- Music device
- Recording device, leads
- Playback device – computer monitor, electronic whiteboard.

Music:

- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website

Video:

- Big Heart Story <https://www.bigdance.org.au/learn>

Level 5 – 6

LESSON 7: REVISION

Overview

To perform well, practice is necessary. Students will feel more positive about their performance the more they practice. Nothing new is introduced in this lesson, as the focus is on allowing the body time to absorb the information and master the movements. At 5-6 level we expect that most students will be able to focus on a performance goal without needing diversion or amusement.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)

Perform dance with technical competence, using expressive skills to communicate a choreographer's ideas (VCADAP031)

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities (VCCCTQ023)

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VCICCD012)

Personal and Social Capability

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular **roles including leadership, and describe both their own and their team's performance when undertaking various roles** (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- reflect upon and appreciate their role within a larger piece of choreography
- continue to develop their expressive skills when practicing the technical and expressive movements present in Big Dance
- apply performance techniques and rehearsal practices.

Activities

Activities	Lesson 7	
Activity 1	Warm up	10 minutes
Activity 2	Rehearse the dance	20 minutes
Activity 3	Film the dance	10 minutes
Activity 4	Reflection	20 minutes

Lesson Detail

Activity 1: Teacher led warm up

Use the activity description in the previous session. You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.

Activity 2: Rehearse the dance

Before you rehearse the dance, discuss:

- What must we do to prepare ourselves before a performance?
- What do we do during a performance?
- What do we do after we perform and after others perform?

Review unwritten performer rules from the previous week.

Practice the dance several times through without stopping. See if students can remember the dance without copying others.

Activity 3: Film the dance

- Film the last run through of the dance.

Activity 4: Reflection

- Review the list of Big Heart Story things to think about created in the previous week. Were any of these things achieved today?
- In terms of viewing their own performance today:
 - Have they developed focus, clarity of the movement, confidence and the required movement quality to present dance ideas in performance for an intended audience?
 - As a group, have you used the space and energy within the choreography to create a feeling of strength and unity?

Resources

- Stereo
- Music device
- Recording device, leads
- Playback device – computer monitor, electronic whiteboard.

Music:

Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website

Video:

Big Dance <https://www.bigdance.org.au/learn>

Level 5 – 6

LESSON 8: PERFORM BIG DANCE- THE BIG HEART STORY RED

Overview

Thousands of people across Australia and the Pacific have performed Big Heart Story (2018). Many of these dancers performed the movements at the same time. Our students will perform their dance to an invited audience. This may take place in Lesson 8, but you

may find that you need to repeat Lesson 7 to build confidence, memory and performance skills.

Australian Curriculum Achievement Standards

Dance

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.

Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Alignment to Content Descriptors

Perform **dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community** (ACADAM0011)

General Capabilities

Critical and Creative Thinking

Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)

Intercultural Capability

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Personal and Social Capability

Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)

Identify the importance of including others in activities, groups and games (VCPSCSO022)

Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Organising Idea 2

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Organising Idea 3

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Organising Idea 5

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Learning Objectives

Students will

- perform a dance for an invited audience and apply limited performance protocols
- develop performance skills including focus and memory skills
- reflect on own performance, the performance of the group and communication of ideas.

Activities

Activities	Lesson 8	
Activity 1	Warm up	10 minutes
Activity 2	Mental preparation - breathing and visualisation	10 minutes
Activity 3	Performance	30 minutes
Activity 4	Discussion	10 minutes

Activity 1: Warm up

Ask students to stand in a big circle, facing the centre, with enough room between them to swing arms without touching. In this simple, teacher-led warm up, starting with isolations of joints, small movements to bigger muscle groups and larger movements.

For example:

- Look up, look down, look to the side and the other side, tilt your head, circle it.
- Lift and lower, circle shoulders.
- Lift arms individually and together, circle whole arms gently, making the circles larger gradually.
- Hands on hips, circle hips one way then the other.
- Lift one leg, bend at the knee; circle lower leg one way then the other. Hold the leg with hands interlaced underneath the thigh and balance; circle the foot one way then the other, repeat with other leg.
- With feet together, little knee bounces, little jumps on the spot, star jumps, running on the spot.
- Big steps into the middle of the circle, big steps out; creep into the centre of the circle and out; hop in and out, march in and out etc. o Stand with feet wide apart and breathe in slowly, take the arms up, breathe out slowly, take the arms down.
- With feet together, bend your knees and touch your toes, gently straighten knees in **this position, but don't force this stretch, respect your limitations.**
- You can make up your own movements. The rule of thumb is to move gently and slowly initially with a limited range of motion. Gradually the range of motion or size of the movement can increase, or the speed of movements can increase. Be wary of increasing size and speed at the same time.
- Use steady or quiet music for this to manage performance anxiety.

Activity 2: Mental preparation – breathing and visualisation

- Ask the students to sit down with hands in laps, or lay down, not touching anyone else. Ask them to listen to your voice and then follow the activities.
 - Close eyes.
 - Breathe in quietly for 4 counts and out for 4 counts. Repeat this several times.
 - Breathe in and tighten their whole bodies for 3 counts and breathe out and relax for 6 counts. Repeat 3 times.
 - Ask students to visualize themselves performing successfully and remind them of all the reasons they must be a confident performer.
- Put on some relaxation music and lead them in a good stretch: hands over head reaching out as far as they can, repeat again with a big yawn, reach for toes, slowly tilt head from side to side, forward to touch chin to chest. Include any other favourite activities.
- As you do this, remind students to set aside any problems or worries, and fully **focus on performing the dance. Tell them that what they're about to do is truly awesome!**

Activity 3: Performance

- Introduce the dance to your audience. The way you do this will depend on the context. A Welcome to Country may have been given by a guest Elder, or an Acknowledgement of Country by your Principal. If either of these has not available, please consider doing this yourself as you are about to show a dance that draws upon Indigenous culture. This act shows respect for Indigenous peoples and nations.
- Tell the audience a little about the inspiration for your dance, for instance, that you drew upon Big Heart Story choreography of Frances Rings and Craig Bary, using the music, specially composed for the dance by Huey Benjamin.
- Briefly describe how you and the students constructed the piece. This will help the audience understand some of the deep learning that is going on and the connection to the cross-curriculum priority.
- Thank the audience for their attention and start the music.
- Students perform.

Activity 4: Discussion

It is useful to record the performance and playback for later reflection. Reflection immediately after a performance is important to build confidence and to express appreciation for effort, but the most valuable reflection comes when the performer is not so emotionally connected to the moment of performance. The reflection activity is best undertaken a week after the performance. You can show the students their performance several times: once to simply enjoy it. The second time to analyse it.

After the performance, discuss with students:

- Was it successful?
- What would improve this work?
- What have I learnt about myself?

Resources

- Stereo
- Music device

Music:

- Big Heart Story by composer Huey Benjamin, downloaded from the Big Dance website

Level 5 – 6

LESSON 9: REFLECT ON PERFORMANCE

Overview

In this follow up session, teachers lead a discussion on the performance outcome. They describe the choreographic intentions and how the elements of dance were used to help express the themes through movement.

Victorian Curriculum Achievement Standards

By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.

Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making.

Alignment to Content Descriptors

Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view, including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

General Capabilities

Critical and Creative Thinking

Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)

Intercultural Capability

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010)

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VCICCD012)

Personal and Social Capability

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027)

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)

Identify the characteristics of an effective team and develop descriptions for particular **roles including leadership, and describe both their own and their team's performance when undertaking various roles** (VCPSCSO032)

Cross Curriculum Priorities

Learning about Aboriginal and Torres Strait Islander histories and cultures

Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander peoples (VCADAR032)

Learning Objectives

Students will

- reflect on own performance and the performance of the group
- reflect on the communication of ideas
- identify the elements of dance and their use in their own performance.

Activities

Activities	Lesson 9	
Activity 1	Dance Freeze	10 minutes
Activity 2	Discussion	20 minutes
Activity 3	Reflective writing	30 minutes

Lesson Detail

Activity 1: Dance Freeze

- Using some of your students' favourite music, start the session off with an easy and fun game of dance freeze.
- Play the music, then pause it.

- On its pause (silence), the students freeze in the exact shape they were in on the beginning of the pause. Depending on the group you have, you can eliminate students to the last 5 (who are all winners).
- Then add freeze shapes. For example, on the pause students get into groups of 4 or 5 and make shapes such as:
 - stars
 - the universe
 - a pirate ship
 - a dinosaur
 - a car
 - a comfy couch

Activity 2: Discussion

- Discuss your performance as a group.
- Individually respond to a worksheet that asks about the day of the performance.
 - How did you feel before?
 - What did you do to prepare?
 - What were you thinking about when you performed the dance?
 - How did you think you went?
 - What did others say to you afterwards (your teacher, other students, parents, the Principal)?
 - How was your Big Heart Story different to the one on the Big Dance website?

Activity 3: Reflective Writing

Students write a one-page summary of the Big Heart Story

- Who choreographed Big Heart Story?
- What was the expressive idea behind the choreography?
- How did you learn the choreography (no of weeks, parts learnt each week)?
- How did the students contribute to the choreography? How did you feel about your contribution?
- Describe the performance. Who was there? How did you feel? What did you do well? What did the group do well?
- What did others say to you afterwards (your teacher, other students, parents, the principal)?
- How was your Big Dance Story different to the one on the Big Dance website?

Resources

- Stereo
- Music device
- Recording of the performance
- Digital TV with playback capacity or another device