learning from home

self-directed learning resource template

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| Title of resource: Dance with an Object |
| Learning Area: Dance |
| Level: 5-6 |
| Video link: https://vimeo.com/415709828 |
| What is this learning resource about? |
| This lesson is inspired by Shaun Tan graphic novels, books and films, such as *The Lost Thing.* Shaun Tan’s books are full of strange and familiar objects and places. In *The Lost Thing*, the main character is an odd object that seems to have its own history and purpose, which we never really discover.  Tan puts together things that are possible with things that are very unlikely. We will use a similar approach to dance making, creating unexpected connections and different ways of moving.  The subject of today’s dance making is *Dance with an Object*. The activities will help you to explore movement and create a short sequence of movement that you can perform for a family member.  This resource will take you step by step what you need to do to create the sequence. Together with the [video](https://vimeo.com/415709828), you will undertake a thorough, safe dance warm up, explore key dance elements and choreographic tools through improvisation, make an original dance sequence and reflect on your experience.  By the following the class plan and by applying concentration to your work, you will build technical dance skills such as control, coordination, strength, alignment, endurance, balance and accuracy. By applying your creativity, you will create something original and unique to you. |
| Learning intentions for students: |
| By the end of the lesson: |
| I will be able to perform a dance warm up with the teacher on the video. |
| I will explore dance movements safely and creatively to make something unique. |
| I will understand how to create new movement inspired by an object. |
| I can explain why I chose to select some movements over others when making my sequence |
| Prior knowledge required: |
| * To successfully to undertake and complete these activities, students must show the ability to perform fundamental movement skills. * Watch this video prior to starting the class: Lost Thing Shaun Tan on Storytelling <https://youtu.be/FuEinrkrEs0> |
| Assessment opportunities: |
| There is no formal assessment in this lesson. Students should complete the worksheet provided, which contains information that could contribute to assessment. |
| Materials required: |
| * Access to the accompanying dance video and appropriate device to watch it from (i.e. if a DVD, you will need a device that plays DVDs and a screen; if you are accessing the video from the internet, you’ll need a computer, iPad, smart phone or tablet with internet access) * Keep the worksheet and a pen nearby during the lesson * Access to the internet or access to samples of Shaun Tan’s *The Lost Thing* * An object: small, non-breakable. A ball, orange, a toy car |
| Summary of Learning Activities: |
| Activity 1: Safe Dance advice and warm up  Activity 2: Object discovery  Activity 3: Create and develop a movement sequence  Activity 4: Cool down and reflection |

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## **Activity 1**

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

Firstly, follow the safe dance instructions:

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

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

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

## **Activity 2**

## **Title: Object discovery**

“I start off by just drawing objects and shapes and very concrete things…and then the ideas, or themes, or situations come afterwards.” The Lost Thing: Shaun Tan on Storytelling.

Right now, you will pause the video and find an object for this session. It needs to be portable, non-breakable and have no sharp parts. While you are away from the screen, get a piece of paper to write on (or the worksheet) and something to write with.

**Pause video – collect object, paper and writing tool.**

In this activity we examine the object. Following the teacher’s instructions, or on your own, do the following:

* Notice the tiny details
* See how it moves
* Copy its movement
* Pick it up, if you haven’t already. Feel its weight.
* Circle it
* Approach and retreat from it in as many ways as we can
* Balance or hold it with different body parts, a shoulder, head, back, foot
* Balance it while on different body bases (bottom, side, knees, one hand and two feet, two feet and one hand)
* Find unexpected ways to move over, under and around it
* Take it (travel) from one part of your dance space to another (corners, edges, high, low to the ground)

**Pause the video**

Explore the movement a bit more on your own and then describe all the movements you explored that were inspired by the object. This should take you 5-10 minutes.

## **Activity 3**

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

Welcome back.

Now you’re going to make a short dance inspired by your earlier exploration.

* Select 5 actions from your list.
* Place these in an order that feels right to you.
* Find a strong, still shape to start your sequence (the opening shape)
* We now start to extend the sequence:
  + **Begin with your** **opening** **shape**
  + Combine action 1 with movement that goes **over, under, or around**the object*,* (or the object can go around you)
  + **Travel** action 2 to another part of the space
  + Combine action 3, ADD movement that goes **over, under, or around**the object*,* (or the object can go around you)
  + **Travel** action 4 to another part of the space
  + Combine action 5, ADD movement that goes **over, under, or around**the object*,* (or the object can go around you)
  + **Finish with a still shape** that features (puts the focus on) the object

**Pause the video**

Practice your sequence until the combination feels good to you and has a sense of flow.

* Choose a piece of music that you feel has the right qualities
* Practice several times to encourage muscle memory, good co-ordination, balance, control and accuracy.
* Perform your sequence for a family member, fill in the worksheet and send to your teacher, if required.

## **Activity 4**

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

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

Please follow the teacher as we cool down together.

Victorian Curriculum Connections

Content descriptions

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| Learning Area: Dance |  |
| Explore movement possibilities and choreographic devices using safe dance practice and the elements of dance to create movement ideas, sequences, and phrases (VCADAE029)  Elaborations   * improvising new movement to communicate ideas in response to stimulus * exploring stimulus or analysing other dances to devise a variety of movement possibilities * using questions to interpret dance, for example, the movement of the body to communicate ideas about a story, character or idea, or how space is used in the dance * using dance-making processes such as abstraction and improvisation to create movements and patterns that can be developed to become a sequence | |
| Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences (VCADAD030)  Elaborations   * participating in structured improvisations designed to build technical skill in body control, accuracy, alignment, strength, balance and coordination * making and recording decisions about selected movement such as what to keep, what to discard or how to extend an idea * rehearsing a combination of fundamental movements using different dynamics and levels, for example, faster and slower * preparing and presenting a work in progress, developing and asking questions to check whether intended ideas have been perceived by the audience and make refinements to the dance in response to feedback | |
| Optional  Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas (VCADAP031)  Elaborations   * developing expressive skills of focus, clarity of movement, confidence and facial expression/character to present dance ideas in performance for an audience * applying the elements of dance to communicate dance ideas to an audience, for example, stop and start, percussive arm and upper body movements to express actions in a ball game, or rhythmic and accented movement to express the passage of time or the actions of a clock * presenting a dance performance using internet-based technologies | |
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