Learning from Home

*self-directed learning resource: CoVER SHEET*

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

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

learning from home

self-directed learning resource template

|  |
| --- |
| Title of resource: Dances for small spaces - floor |
| Learning Area: Dance |
| Level: 7-8 |
| What is this learning resource about? |
| In this lesson we explore the potential of dance in restricted spaces, and the use of different body bases in creating shapes and actions that have a relationship to the floor. We will select, arrange and combine movements into a sequence that will be performed to a set music track.  This resource will take you step by step what you need to do to create the sequence. Together with the video, you will undertake a thorough, safe dance warm up, building technical dance skills such as control, coordination, strength, alignment, endurance, balance and accuracy. You will explore dance elements and choreographic tools such as *transitions* to make the original dance sequence.  By making movement choices and completing the worksheet, you will reflect upon the results of your decisions and your experience today. |
| Learning intentions for students: |
| By following the activities, applying my imagination and completing the lesson: |
| I will perform a dance sequence I created for the floor. |
| I will explore dance movement in safe and imaginative ways. |
| I will apply transitions to extend and add interest to my sequence. |
| I will reflect on how I used the elements of dance as I manipulated my sequence. |
| Prior knowledge required: |
| To successfully to undertake and complete these activities, students must show the ability to perform fundamental movement skills. |
| Assessment opportunities: |
| 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 * The worksheet and a pen. |
| Summary of Learning Activities: |
| Activity 1: Safe Dance advice and warm up  Activity 2: Improvisation and exploration  Activity 3: Create and develop a movement sequence  Activity 4: Cool down and reflection |

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

Description automatically generated A drawing of a face

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## **Activity 1**

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

Firstly, listen to and 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. You will learn a simple dance phrase and perform it slowly a few times and then faster.

## **Activity 2**

## **Title:** **Improvisation and exploration**

In this activity you will explore body bases. Body bases are parts of the body that can support the rest of the body as it balances or moves from place to place. Out feet are bases. Our hands can be bases too.

**Task 1 Improvisation 1**

Listen to and watch the activity before attempting to do it.

Like a game of Twister, experiment with body bases of hands and feet.

* How much space can you spread out with the 4 bases?
* How twisted – and yet stable – can you become?
* Explore the concept of expanding and contracting, making large shapes and shaped that are small or narrow.
* Consider inverted shapes, where your torso is not facing the floor.

**Task 2 Improvisation 2**

With the teacher, explore balances with

* A single body base: foot, back, stomach etc.
* 2 body bases
* 3 body bases
* 4 body bases
* 5 body bases
* Challenge yourself
* Make the shapes as interesting to you as you can
* Make sure you can hold the shape
* On the teacher’s prompt move in between body base numbers.

**Pause the video**

* From the improvisation remember and select 8 balances from the following categories:
  + 2 with single bases
  + 2 with 4 bases
  + 2 with 3 bases
  + 2 with 5 bases
* Draw or note these down in your worksheet

**Resume the video**

You’re now going to arrange the body base balances into an order. The teacher will show you an example, but then you will do this on your own, in your own way.

**Pause the video**

Arrange them in the following order:

* + 1 body base balance to
  + 4 body bases balance to
  + 3 body bases balance to
  + 5 body bases balance.
* Repeat this pattern with the remaining base balances.
* The pattern will be 1, 4, 3, 5, 1, 4, 3, 5
* Practise these until you know the order of the movements and can perform the sequence safely and with control.

This should take you approximately 10 minutes.

**Resume the video**

## **Activity 3**

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

**Task 1**

So far, you have 8 body base balances: 2 with one base, 2 with 3 bases, 2 with 4 bases and 2 with 5 bases. You have put these into the following pattern

1 body base, 4 body bases, 3 body bases, 5 body bases, 1 body base, 4 body bases, 3 body bases, 5 body bases.

So far, you have moved directly from one balance to the next.

Your task now is to create *transitions* between each shape/body base balance.

* By creating and inserting transitions you can extend and add interest to the sequence.
* A transition can be as simple as adding a turn or walking from one part of the space to another.
* It may also make the whole sequence longer in duration,
* Feel free to take as long as you need to *transition* from one shape to the next.

Movements you could use as you take your indirect pathway from one balance to another may be:

|  |  |  |  |
| --- | --- | --- | --- |
| Walking | Spiralling | Turning | Running |
| Crawling | Leaping | Sliding | Spinning |
| Rolling | Floating | Rising | Collapsing |
| Pressing | Expanding | Contracting | Choreographing other movements |

You now have:

* Selected 8 balances on different body bases that go from body bases that number 1, 4, 3, 5, 1, 4, 3, 5
* Ideas to transition from one balance to another without going directly there.

Now it is time for you to go away and add your own transitions to your 8 body bases.

**Pause the video**

**Task 2 Extend and set the sequence**

* On your own, work slowly and carefully
* Create your own transitions to your 8 body base balances.
* Practise your sequence until the combination feels good to you and is in your muscle memory, with good control, co-ordination, balance and accuracy.
* Notate the sequence in your worksheet in the *sequencing the movement* table.

**Resume the video**

**Task 3 Music and performance quality**

We have selected a piece of music by Gunner Olsen that is slow and steady.

* Feel the beat with us.
* Watch how the teacher has developed her own sequence to this music. Notice how she manipulated her sequence to match the beat and feel of the music, adding light and shade by changing the speed or movement quality.

**Pause the video**

Experiment with the music. Consider:

* Altering the speed in some places
* Repeating some actions
* Practise your sequence until you feel confident and safe
* Perform it for a family member
* Complete your worksheet, reflecting on how dancing with the music affected how you performed the sequence.

**Resume the video**

## **Activity 4**

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

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

Please follow the teacher as we cool down together.

Victorian Curriculum Connections

Content descriptions

|  |  |
| --- | --- |
| Learning Area: Dance |  |
| Use safe dance practice, elements of dance, body actions and improvisations to explore ways of making literal movements into abstract movements (VCADAE033)  Develop their choreographic intent by applying the elements of dance to select and organise movement (VCADAE034)   * experimenting with different elements of dance to explore ideas and develop a choreographic intention for example, translating rhythms and notations of spatial patterns into movement | |
| Practise and refine technical and expressive skills in style-specific techniques (VCADAD035)  Structure dances using choreographic devices and form (VCADAD036)   * learn, extending and practising movement vocabulary relevant to specific styles * extending technical competences such as articulation, control, coordination, accuracy, alignment, balance, flexibility, strength and endurance * applying safe dance practices when performing a specific dance style, for example, identifying the musculoskeletal system and linking to alignment * selecting, combining, refining and sequencing movement using choreographic devices such as transitions, variation and contrast and choreographic forms such as binary, ternary and narrative | |
| Rehearse and perform focusing on technical and expressive skills appropriate to style and/or choreographic intent (VCADAP037)   * experimenting with alternative expressive skills to enhance performance presence and mood * using evaluation and rehearsal strategies to enhance confidence, clarity of movement, project, focus and musicality in performance | |