

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	✓
<p>Does the resource consist of self-directed learning activities that:</p> <ul style="list-style-type: none"> a. students can complete with minimal involvement from a teacher, parent or carer? <i>or</i> b. parents or carers can do with children (primarily for Levels A-D and Foundation-Level 2)? <p>Is each activity (and each task within an activity) clearly labelled (e.g. with a heading)?</p> <p>Are the instructions for the student/parent/carer clear and explicit, and in plain English?</p>	✓
<p>Does the resource identify clear links to the Victorian Curriculum F-10:</p> <ul style="list-style-type: none"> a. Learning area b. Level c. 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?	✓
<p>Does the resource meet the Department's obligations regarding copyright?</p> <p><i>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</i></p>	✓

LEARNING FROM HOME

SELF-DIRECTED LEARNING RESOURCE TEMPLATE

Title of resource: Everyday actions

Learning Area: Dance

Level: 7-8

Video link: <https://vimeo.com/415719783>

What is this learning resource about?

In this lesson we explore the potential of everyday actions as a starting point for choreography and individual expression.

We will select, arrange, abstract and combine the movements into a sequence.

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, explore key dance elements through improvisation, make an original dance sequence, cool down and reflect on your experience, using the worksheets.

By the following the class plan and by applying concentration to your work, you'll start to build technical dance skills such as control, coordination, strength, alignment, endurance, balance and accuracy. You will use the choreographic tools many great choreographers use.

Learning intentions for students:

By following the activities, applying my imagination and completing the lesson:

I will be able to perform a dance sequence I created.

I will explore everyday actions in imaginative ways.

I will apply the elements of dance to extend and add interest to my sequence.

I can explain what movement ideas I kept, what I discarded and why.

Prior knowledge required:

To successfully to undertake and complete these activities, students must show the ability to perform fundamental movement skills.

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.)
- Space to dance in, minimum 1.5 x 1.5m
- Appropriate clothing and footwear to move in
- The worksheet and something to write with.

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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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, do not wear footwear
- If the floor surface is slippery, be careful in socks
- Wear clothing with allows good movement, preferably tracksuits or leggings
- Have some water nearby
- Pause the video whenever you need to

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

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

Then you will learn a simple dance phrase and perform it slowly a few times and then faster.

Activity 2

Title: Improvisation and exploration

Everyday actions

In this activity we explore everyday actions. Everyday actions are often the starting point for choreography because they are based in the familiar and connect us to real things.

Everyday movement could be something like, sitting down, lifting and object, brushing your teeth or hair, taking off a jumper, putting on gumboots and splashing around, clapping your hands, gesturing hello, scratching your arm, opening a door, eating your breakfast, putting on a backpack, blowing a bubble, doing a push up, drinking water, peeling fruit, looking at your phone etc.

Improvisation task

Come into the centre of your dance space. We will try a few everyday actions together

- Brushing teeth
- Stamping mud off boots
- Typing
- Opening a door
- Looking around
- Scratching an arm

- Getting ready for school
- Having dinner
- Playing sport
- Hanging out with friends
- Enjoying hobby
- Petting an animal

Do this together with the teacher, with music. Do not worry if you do something different. That's good! Make up your own movements as much as you can.

Pause the video

Write down as many everyday actions as you can. Are there any others you can add?

Activity 3

Title: Create and develop a movement sequence

Task 1 - Learn the sequence

We will show you a short sequence of movement based on everyday actions:

- holding a spoon of cereal
- dropping something and picking it up
- tossing an object from one hand to the other
- carrying a flat heavy object with two hands
- letting it go

Learn this and practice with the video.

Task 2 - Abstract it

Abstraction is when we take one idea, and by changing one or two things about it, we turn it into something different. Something that was concrete or familiar, becomes slightly unfamiliar.

With the teacher we will abstract the sequence by making the following simple changes:

- *Jump* while holding the spoon
- Go to the object and coming up to standing *in an indirect manner* (i.e. not just straight down and up)

- *Enlarge* the toss from hand to hand
- *Turn* the carrying movement
- *Step back* as you drop it.

Learn this and practice with the video.

Task 3 – Free form exploration

Free form is another word for improvisation. It is experimental and playful. It involves dancing without censure: without stopping yourself before you've even tried; stopping yourself because you're worried that it's not going to work, not perfect, not cool, not interesting, not right. No-one gets anywhere if they don't have a go.

From the everyday actions you listed earlier, pick one.

- Focus on it and explore as many movement possibilities for it.
- Don't think about it too much.
- Just play and have fun.
- It's ok to be silly.
- It's ok not to be perfect.
- It's ok to be weird.
- It's ok to not really know what you're doing.
- That's what being creative is.

Explore the movement possibilities of the action at the same time as the teacher or for about 5 minutes on your own.

- Do it plain and feel the tension and energy in making the shape
 - What happens if the tension becomes greater, even extreme?
 - What happens if you let the tension go immediately?
 - What happens if you change the levels at which you perform the action?
 - What happens if you vary the speed, going between moving very fast to very slow?
 - What happens if you change the size of the action, going between very small to very fast?
 - What happens if you vary it from being soft to strong, very soft to very strong?

Task 4 Structuring the dance

We now have 2 sections: a choreographed section and a free form section.

We are going to structure the sections to create an overall shape, or form, to the dance.

We are going to structure the dance in ABA form. Another word for ABA form is ternary form.

ABA form is like a book end. We start with one section (part A), move into another section (part B) and finish with the first section again (part A).

- A. Perform the learnt sequence 16 counts
 - B. Perform in freeform focusing on one action 16 to 32 counts
 - A. Perform the learnt sequence again 16 counts
- Let's do that with music.

Pause the video

- Practice the structure several times to get a sense of the form and to encourage muscle memory, good co-ordination, balance, control and accuracy.
- Complete the worksheet and record your sequence and send it to your schoolteacher, as required.

Task 5 Perform and record it

- Perform it for someone in your family and record it for your teacher.

Activity 4

Title: Cool down and reflection

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

Please follow the teacher as we cool down together.

VICTORIAN CURRICULUM CONNECTIONS

CONTENT DESCRIPTIONS

Learning Area: Dance

Explore and Express Ideas

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)

Elaborations

- experimenting with realistic, everyday movements, for example, exaggerating the movement of a single body part such as the arm in eating spaghetti and blurring this into abstract movements
- using the elements of dance to develop new movements that still maintain the essence of the original movement
- improvising and then selecting movement to best communicate a choreographic intention, for example, a mood or emotion

Dance Practices

Practise and refine technical and expressive skills in style-specific techniques (VCADAD035)

Structure dances using choreographic devices and form (VCADAD036)

Elaborations

- 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
- 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
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- selecting, combining, refining and sequencing movement using choreographic devices such as transitions, variation and contrast and choreographic forms such as binary, ternary and narrative

Optional

Rehearse and perform focusing on technical and expressive skills appropriate to style and/or choreographic intent (VCADAP037)

Elaborations

- using evaluation and rehearsal strategies to enhance confidence, clarity of movement, project, focus and musicality in performance