

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: Dances for small spaces – wall

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 direct and indirect pathways in transitions between movements. We will select, arrange and combine movements into a sequence and incorporate different pieces of music to explore the relationship between music, movement and mood.

This resource will take you step by step what you need to do to create the sequence. Together with the video, you will undertake a thorough, safe dance warm up, building technical dance skills such as control, coordination, strength, alignment, endurance, balance and accuracy. You will explore dance elements and choreographic tools through improvisation, to make an original dance sequence.

By making movement choices and completing the worksheet, you will reflect upon the results of your decisions and your experience today.

Learning intentions for students:

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

I will perform a dance sequence I created against a wall or door.

I will explore dance movement in safe and imaginative ways.

I will apply direct and indirect pathways to extend and add interest to my sequence.

I will reflect on how I used the elements of dance as I moved to contrasting musical pieces

Prior knowledge required:

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

Assessment opportunities:

Is no formal assessment in this lesson.

Materials required:

What texts or materials will students require to complete the learning activities? Is access to a computer or the internet 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.)
- Access to a wall, clear of picture frames or furniture; a door may do as well, but be sure that it can't be opened during the explorations.
- Keep paper and a pen nearby during the lesson, so that ideas can be noted and referred to throughout the lesson.

Summary of Learning Activities:

Activity 1: Safe Dance advice and warm up

Activity 2: Improvisation and exploration – inside the bubble

Activity 3: Create and develop a movement sequence from everyday actions

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, 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.

Then 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 movement against a wall or door.

- You will need to ensure that the wall is stable, and free of things that might be disturbed by your movement and fall from the wall. You might be able to use a door, if no-one opens it during your explorations.
- You will need about 1.5 metres in height and at least 1 metre across.

Improvisation task

- Explore movement against the wall as you listen to the teacher's instructions.
- Start by leaning into the wall or resting on the floor. Follow the teacher but start to do things your own way.
 - Place your back against the wall – slide down, find a way to come up
 - Find another way to go down, and another to get up
 - Paint a giant rainbow with your hands, backs, head, shoulder
 - Cover the wall in invisible handprints
 - Lean into the wall with a body part. Change body parts. Keep changing.
 - Change the quality of the lean, pressing lightly or with more force.

- Pause for a moment
- Move, pause, move, pause etc.
- Explore different levels – high, medium, low
- Explore different speeds

Activity 3

Title: Create and develop a movement sequence

Task 1

- Create a low shape against the wall and freeze. This will be your starting shape (shape A).
- Move upwards to standing, and make a shape (shape B)
- Move down again to shape A.
- Move diagonally upwards to the highest point you can reach. Hold the shape (shape C)
- Reverse the diagonal movement back down to shape A.
- Travel low along the wall as far as you can. Stop in a shape (shape D).
- Reverse that movement back to shape A.
- Practise the sequence to get it into your body and to remember it, demonstrate co-ordination, balance, control and accuracy.

Task 2

So far, you have been moving directly from one shape to the next.

Your task now is to find an indirect way of getting to each shape.

- By taking an indirect route, you can extend and add interest to the sequence.
- It may also make the whole sequence longer to complete.
- Feel free to take as long as you need to transition – via the indirect pathway – from one shape to the next.

Direct pathway examples	
Indirect pathway examples	

Pause the video

Task 3

- Experiment with different ways to get from shape A to B to A to C to A to D to A.
- Practise your sequence until the combination feels good to you and is in your muscle memory, with good control, co-ordination, balance and accuracy.
- Using the worksheet or paper, fill in the section about pathways by drawing these like a map for someone to follow.

Resume the video

Task 4 Mood and feel

- Consider what moods or feelings might match the movement. Could the movement be performed in a bright and happy way? Could it show depression? Could it show anxiety? Could it be performed in a way that shows a relaxed and serene mood?
- Music often influences dance in this way.
- As the music plays perform your sequence to the music supplied, changing the way you perform the *elements of dance*: timing (slow-fast/steady-sudden) or movement quality (soft-strong/heavy-light/sudden-steady) to better represent the mood of the music.
- Your teacher will be performing her sequence as you perform yours. *Don't try to follow her as her movements and timing will be different to you. Think of it like performing your sequence at the same time as the rest of the class. Everyone will be different and that is what we want.*

Pause the video

Task 5 Reflection

- Complete your worksheet, describing reflect on how the music influenced the way you performed your dance against the wall.

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
- improvising and then selecting movement to best communicate a choreographic intention, for example, a mood or emotion

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
- analysing and evaluating structural choices made by documenting their process in a journal, blog or video recording, securing permissions as necessary

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