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| Planning brief by | Stefan Karlsson |
| Date  | 17 January 2017 |

***Context***

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| Arts subject | * **Dance**
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| Context | A workshop activity about 75 minutes that students will participate in with other students during the summer school.  |
| Title of activity/brief | * Formations and transitions to express intent.
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| Overview | * Using simple phrases of 8 counts students will, in groups of 5-6, create a series of 3 different formations plus transitions to express what is found in the image given to them.
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| The big picture/ Enduring questions/understandings | * Knowing the power of stage geography and formations to communicate intent.
* Communicating how formations convey meaning in dance works.
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| Resources*Resources include any PowerPoint presentations/videos /etc.* | * Sound equipment. Images (laminated) for inspiration.
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**The TA Activity outlined:**

Remember that it is possible to set out this same information in other formats. See the example provided for more detail. If another format is used please attach as an appendix to this document.

Remember there are some givens: e.g. warm up/cool down; space for reflection

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| **Activity** | **Learning** | **Links** | **Cross artforms** | **AITSL** |
| The activity step by step | Explicit statement of the intended learning in terms of the Australian Curriculum: The Arts  | General capabilities.Priorities | Links to other arts or subject outcomes |  |
| **Introduction: 10 minutes: Inspire/inform;**All sitting in circle being given a paper and pen. Each to mark out a formation and write what is its power and what it can express, and also a genre of dance where it is often used and why. Fill out and discuss the different formations on the paper.  | To gain knowledge of formations and the effect of stage placement to enhance choreographic intent. | CCT | Visual design concepts, drama staging,  | 1: know your students and how they learn |
| **WARM-UP 3 minutes:** **show/share:**Ask students of previous experiences and of any illness or injury. Observe levels of enthusiasm. Using walking as a way to warm up the body and to become perceptive of the body in space in relation to others. Find the upstage, downstage, prompt, opposite prompt, upstage right and left and center etc. Teacher to call out directions and types of movements to get there. | Body awareness, safe dance practice, spatial awareness, stage terminology | PE HLITNUMPSC |  | 1: Know your students and how they learn2.0: know content and how to teach it. |
| **ACTIVITY 1, 5 minutes**: **:**Students are given 5 minutes to create a series of 8 movements over 8 counts simply and quickly. Remember sequence! | Creative thinking. Retention techniques. | PSCCCTLIT |  | 2.1 content and teaching strategies |
| **ACTIVITY 2, 25 minutes: try/transform/action:**Divide class in groups according to birth months (2 months per group 6 months apart, adjust numbers!!) Hand out an image per group. Instruct students to choose 3 formations to enhance what they find in the image… where they will be placed on stage and what phrase (chosen from individual ones) they will use for each formation and also create a moving transition to get from one formation to another. The students will have to choose and teach three different phrases to all participants.  | Explore how formations and stage placement affects the intent of a dance piece.Communicating arts ideas using dance terminology.Structure movement using simple choreographic devices.Understanding the elements of dance. Teaching skill: How do I best instruct what I do? Practice choreographic skills. Co-operation. Collaboration. | CCTPSCLITNUM |  | 2.1: Content and teaching strategies |
| **ACTIVITY 2, 30 minutes: Action/reflect**Groups to present their piece with a quick feed-back responding to the success of enhancing the intent of the piece through the use of formations and staging. | Performing, viewing, responding, reflecting, evaluation. | CCT PSCNUMEB |  | 2.1: Content and teaching strategies |
| **ACTIVITY 3, 10 minutes:****Reflect. Summarise and check the learning (assess).** | Reviewing and reflecting on learning. Evaluation. Future action. | CCTPSCEB |  | 2.1: Content and teaching strategies |