

The Firebird

YEARS 11 & 12

Strands Making (Choreography and Performance) and Responding (Appreciation)

Prior Knowledge Knowledge, understanding and application of elements of dance.

21st Century Skills Critical and Creative Thinking, Communication, Personal and Social Skills, Collaboration and Teamwork

Access or download these free classroom resources to complement this Activity Sheet:

queenslandballet.com.au/learn/teachers-resources

VIDEO [In conversation with choreographer Liam Scarlett: Creating The Firebird](#)

PRODUCTION NOTES [Production Notes for the Classroom The Firebird](#)

ACTIVITY 1

- As a class watch the *Creating The Firebird* video and discuss the viewpoint questions below.
- As a class read the context and descriptions of the Firebird character below.
- Divide class into two groups to brainstorm movement ideas that could represent **beauty** and **power** then bring the class together to share the movement ideas discussed.
- Divide class into small groups to choreograph 32 counts of movement based on the description of the Firebird character, combining the movement ideas of beauty and power that were discussed.
- Each group shares their movement sequence with the class in presentational format.
- Give students the following imagery statements, taken from the production notes and video, to help manipulate the movement sequences further. Each group is to focus on only one imagery statement:
 - Delicacy of a feather*
 - Blazing femme fatale*
- In groups, students rehearse and refine their movement sequences incorporating technical and expressive skills.
- Each group presents their final movement sequence to the class.
- As a class discuss any challenges and/or surprises encountered in the choreographic process.

Viewpoint Questions

- What inspired Liam Scarlett's choreography for *The Firebird*?
- What were his choreographic challenges and how did he overcome them?
- What imagery did he give his dancers? What language did he use?

Context

Descriptions of the Firebird character by Liam Scarlett from Production Notes for the Classroom: *'The magical Firebird; a powerful, good spirit whose feathers convey beauty and protection upon the earth' 'Blazing femme fatale who lights up the stage in a very dangerous way'*

Syllabus Objectives (Dance 2019 v1.0, General Senior Syllabus Queensland)

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills

Example Assessment Task:

This activity can provide foundational knowledge for a choreographic task. This assessment task would be suitable for inclusion in Unit 1: Moving Bodies, Dance General Senior Syllabus 2019.

ACTIVITY 2

- For this activity refer to *The Firebird* Production Notes for the Classroom and view the following three images: Set (pg 2), Firebird's costume (pg 6) and Koschei's costume (pg 4).
- In pairs, brainstorm descriptive words in a mind map for each of the images then share these ideas as a class.
- As a class read about the costume and set of *The Firebird* on page 6 and relate these descriptions to the specific viewpoint questions below.
- As a class read the synopsis on page 4 and discuss how the set and costumes may help to communicate the narrative of *The Firebird*.
- Provide students with *The Firebird* Production Elements table (over page). Ask students to individually complete the table by analysing, interpreting and evaluating the success of the set design, Firebird's costume and Koschei's costume in communicating the narrative of *The Firebird*.
- Discuss student responses as a class asking students to justify their responses.

Viewpoint Questions:

- How does Jon Bausor, Set and Costume Designer for *The Firebird*, highlight characterisation through his choice of costumes?
- In terms of set design, what are the three elements from the original folktale that are included in *The Firebird* to help articulate the narrative?

Syllabus Objectives (Dance 2019 v1.0, General Senior Syllabus, Queensland)

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Evaluate dance, justifying the use of dance concepts and skills

Example Assessment Task

This activity can be a foundational learning experience for analysing non-movement components within a responding assessment. An example of an assessment could include students analysing, interpreting and evaluating a stimulus in terms of movement and non-movement components (800-1000 words). This assessment task would be suitable for inclusion in Unit 2: Moving through environments, Dance General Senior Syllabus 2019.

This Activity Sheet was developed in consultation with Queensland Ballet's 2018 Education Ambassadors: Stacey Whyte, Xanthe Mastrogiannis and Erin Lansbury.

The Firebird

Name: _____

PRODUCTION ELEMENTS TABLE

Image	Description	Interpretation	Justification	Evaluation
Set Design				
Firebird Costume				
Koschei Costume				