

# Carbon Field

YEARS 11 & 12

**Strands** Making (Choreography, Performing)

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

**21<sup>st</sup> 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:

**PRODUCTION NOTES**

[\*Production Notes for the Classroom Bespoke\*](#)

**VIDEO**

[\*Collaboration and the Creative Process\*](#)

## ACTIVITY 1

- As a class, read choreographer Gabrielle Nankivell's interview in the *Bespoke* Production Notes for the Classroom and discuss the viewpoint questions to the right.
- As a class, discuss the types of imagery Gabrielle used in the making of her work. Create two lists of adjectives as a class, one list of adjectives describing 'graphite' and one describing 'diamond'. Some examples include: soft, crumbly, fragile, murky, raw.
- In groups of 3 – 5, students pick four words from the 'graphite' list and four words from the 'diamond' list.
- Using the words selected, each group creates eight freeze frames, four for 'graphite' and four for 'diamond', ensuring that the bodies of all students in the group are interconnected with each other for each freeze frame. Show the freeze frames to the class.
- In the same groups, students work together to create transitions between each of the 'graphite' freeze frames to create one dance sequence. Repeat the process with the 'diamond' freeze frames. The transitions should reflect the adjectives describing the qualities of each substance. For example, the transitions for the 'graphite' sequence might be soft and crumbly movements whilst the transitions for the 'diamond' sequence would be rigid and sharp.
- Show the sequences (sequence A and sequence B) to the class.
- As a class, discuss how 'graphite' is turned into a 'diamond'. Discuss the concept of pressure and resistance in creating a diamond.
- In groups, students create a transition sequence that joins the two existing sequences (A and B) together using the imagery of resistance and pressure as stimulus.
- Play a piece of instrumental music and give students time to rehearse and refine the final piece before performing it for the class.
- As a class, discuss any challenges or surprises. Discuss how each group interpreted the words and what elements of dance they manipulated to create the imagery in the sequence.

## Viewpoint Questions

- What was the starting point for Gabrielle Nankivell's choreographic work?
- What was it that intrigued Gabrielle about the substance of carbon that led to this work?
- How does a dancer/choreographer take an abstract concept and turn it into a meaningful performance?

## Extension Activity

- Using the same stimulus, add in additional freeze frames to make each sequence longer.

## Syllabus Objectives

- Demonstrate an understanding of dance concepts and skills; apply literacy skills; organise and apply the dance concepts; apply technical skills; realise meaning through expressive skills; create dance to communicate meaning; evaluate dance, justifying the use of dance concepts and skills.

