

Cinderella — Communicating through Dance

PREP – YEAR 2

Strands Making (choreography and performance) and Responding (appreciation)

Prior Knowledge Nil required

General Capabilities Literacy, Critical and Creative Thinking, Personal and Social Capability

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

BALLET BOOK	<i>Cinderella</i>
VIDEO	<i>Dance Concepts and Skills — Elements of Dance: Examples of Space (2:10 to 3:02 - Levels)</i>
FLASHCARDS	<i>1.3.1, 1.3.2, 1.3.3, 5.1.1, 5.2.1</i>

ACTIVITY 1

- As a class, read the digital story book of *Cinderella* and discuss the different scenes in the story, such as cleaning the house or the royal ball.
- Lead the students through a warm up game based on a) the scenes of the story and b) the number of people required in a group. Moving around the room, freely, the students then respond to the two instructions. Directions could include: cleaning the house, with five others; at the royal ball, with one other; riding in a carriage, alone.
- As a class, watch Queensland Ballet's video *Dance Concepts and Skills — Space (2:10 to 3:02)* and discuss the viewpoint questions to understand how levels are used in dance and how levels can be used to communicate an emotion.
- Choose a group to demonstrate a freeze frame from the warm up game and ask the students to add a range of levels to demonstrate how the characters might be feeling. Ask students to identify the different levels (low, medium, high) and the possible emotions.
- In small groups, students create two of their own scenes that they can connect an emotion to, one happy and one sad. Students use levels in their freeze frames to help communicate each of the emotions. Provide students with Flashcards illustrating levels.
- Ask students to then connect their two freeze frames with a simple transition. Students find their own way to move, as a group, from one freeze frame to the next using a full count of eight.
- Provide students with time to practice and refine their freeze frame sequence. Groups perform their freeze frame sequences to their peers and discuss how the levels used in the freeze frame helped to communicate the emotion.

Viewpoint Questions

- How would we move if we were feeling gloomy / joyful / alone / left out?
- How could you show different levels whilst you were moving?

Extension Activity

Develop the transition between the freeze frames to include a selection of non-locomotor and locomotor movements on different levels. Provide students with Flashcards to assist in this activity. Add new freeze frames and transitions to create a longer sequence.

Arts Learning Area, Dance Subject Content Descriptions (version 8.2)

- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)

Example Assessment Task

This activity can be used as a foundational task leading to a Making (choreography) assessment where students are required to create a movement sequence communicating emotion and using more than one level. This activity can also be used as a Responding (Appreciation) assessment where students reflect on the success of their making process and their peers' to use levels to communicate emotion.

Guy Wheatstone, Paul Boyd, Rian Thompson and Matthew Lawrence, 2013. Photography David Kelly

