

Let's Start at the Very Beginning

YEARS 3 & 4

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

Prior Knowledge Knowledge, understanding and application of elements of dance as applicable in Year Prep to 2

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

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

queenslandballet.com.au/learn/teachers-resources

VIDEO [Safe Dance Practice](#)
FLASHCARDS [1.3.1, 1.3.2, 1.3.3, 5.1.1, 5.1.2, 6.1.1, 6.1.2](#)

ACTIVITY 1

- As a class, discuss why dancers and athletes from various sports are required to warm up their bodies by gradually increasing their heart rate prior to more strenuous physical activity. Example questions may include does each sport require a different warm up? How are these warm ups similar or different?
- As a class, watch the *Safe Dance Practice* video and discuss how various exercises warm up a dancer's different body parts (isolated parts or sections of the body such as arms).
- Create a warm up sequence that focuses on each body part and teach the sequence to the class.
- As a class, discuss and compare the similarities and differences between the warm up exercises in the video and the warm up exercises taught to the class.
- Divide students into groups of four and allocate each group a body zone (for example, right side, left side, front, back, upper half and lower half) and ask groups to devise an appropriate warm up sequence warming the body parts of the body zone they were allocated.
- Provide students with the flashcards describing locomotor and non-locomotor movements, levels and choreographic devices, and ask them to incorporate the examples found on these flashcards into their warm up.
- Provide students with space and time to practice and refine their warm up sequence, considering the accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation required to execute their movements.
- Groups may take turns to teach their warm up sequence to the rest of the class, with a follow-up group discussion to reflect on the viewpoint questions below.
- Provide students with the *Warm Up* worksheet and ask students to individually complete each instruction.
- As a class, discuss students' responses.

Extension Activity

- Discuss as a class different formations (for example, lines, circles, diagonals and clusters), spatial relationships (for example, near and far), directions (for example, forwards, backwards and sideways), and ask students to incorporate these into their warm up sequence.

Viewpoint Questions

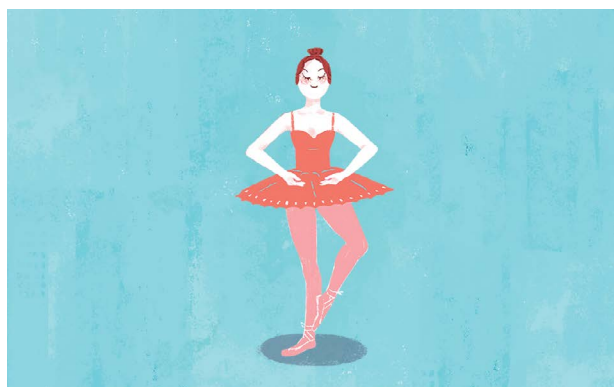
- In which body zone did the group's/your warm up begin?
- What body parts were used within each body zone?
- Were any body parts forgotten within the body zone the group/you were allocated?
- Which parts of the group's/your warm up were locomotor and non locomotor?
- Was the group's/your warm up accurate and controlled?
- Could everyone follow the instructions of the group's/your warm up? Why or why not?

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

- Practice technical skills safely in fundamental movements (ACADAM006)

Example Assessment Task

- The *Warm Up* worksheet (over page) could be used as a Responding (Appreciation) assessment requiring students to identify body zones, body parts and explain the importance of warm ups.



Warm Up

Name: _____

My body zone was:

I chose these body parts to warm up.
List as many as you can and circle them on the image of the body on the right.

1. _____
2. _____
3. _____
4. _____



My section of the warm up was on a low/medium/high level.

Low **Medium** **High**

My warm up was locomotor or non-locomotor.

Locomotor **Non-locomotor**

Why is it important to warm up?

What could happen if we didn't warm up our bodies before undertaking more strenuous physical activity?

Choose three different activities where a warm up is important prior to performing the activity:

1. _____
2. _____
3. _____

Fundamental Ballet Movement Skills

YEARS 3 & 4

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

Prior Knowledge Knowledge, understanding and application of elements of dance as applicable in Prep – Year 2

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

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

queenslandballet.com.au/learn/teachers-resources

VIDEO	Ballet Movement Vocabulary
FLASHCARDS	1.3.1, 1.3.2, 1.3.3, 5.1.1, 5.2.1, 5.3.1, 5.3.4, 5.3.5, 5.3.8

ACTIVITY 1

- As a class, discuss fundamental movement skills (for example, bend, roll, jump, balance, fall, turn, travelling/locomotor), directions (for example, forwards and backwards), levels (for example, low, medium and high) and tempos (for example, fast and slow) and physically explore each one.
- As a class, watch the *Queensland Ballet's Ballet Movement Vocabulary* video and discuss which fundamental movement skills, directions, levels and tempos explored earlier were used in the video and how.
- Divide students into groups of four, and provide them with the *Planning and Audience Response* worksheet (over page) and the flashcards describing levels, fundamental movement skills and fundamental ballet movement skills.
- In groups, ask students to write the fundamental ballet movement skills which appear on the flashcards in the second column of part one of the *Planning and Audience Response* worksheet, matching them with their corresponding fundamental movement skill (for example, writing arabesque next to balance).
- Ask students to place the flashcards describing levels, directions, locomotor/non-locomotor movements face down on the ground in their sub-categories. Ask students to randomly pick one example from each sub-category for each fundamental ballet movement skill and write this in the right-side column (for example, forward direction, low level and non-locomotor).
- Ask students to also select either a fast or slow tempo for each fundamental ballet movement skill and write this in the right-side column.
- Ask students to number the four fundamental ballet movements from one to four in any order to determine the order that students will perform the movements in.

- Provide students with space and time to rehearse and refine their sequence of four movements, referring to their completed part one of the *Planning and Audience Response* worksheet.
- Groups may take turns to perform for the class, with a follow-up group discussion to reflect on the viewpoint questions below.
- While groups are performing their sequences, ask students watching to complete part two of the *Planning and Audience Response* worksheet by writing in the fundamental ballet movement skills and the elements of dance they identify in the group piece they have chosen to analyse.

Viewpoint Questions

- Which fundamental ballet movements did the group/you use in the dance?
- What levels, directions and tempos did the group/you use for each fundamental ballet movement?
- What shapes did the group/you use when performing each fundamental ballet movement and how?
- Which body part do dancers need to be aware of when performing each fundamental ballet movement safely and why?

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

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)
- Practise technical skills safely in fundamental movements (ACADAM006)

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 sequence which communicates an idea or concept.

Planning and Audience Response

Name: _____

PART ONE: PLANNING YOUR SEQUENCE

Fundamental movement skill	Fundamental ballet movement skill	Order of movement	Flashcards selected
Jump			Direction Level Tempo Locomotor/Non-Locomotor
Bend			Direction Level Tempo Locomotor/Non-Locomotor
Balance			Direction Level Tempo Locomotor/Non-Locomotor
Turn			Direction Level Tempo Locomotor/Non-Locomotor

PART TWO: RESPONDING TO A GROUP'S SEQUENCE

Fundamental movement skill	Fundamental ballet movement skill	Flashcards selected
Jump		Direction Level Tempo Locomotor/Non-Locomotor
Bend		Direction Level Tempo Locomotor/Non-Locomotor
Balance		Direction Level Tempo Locomotor/Non-Locomotor
Turn		Direction Level Tempo Locomotor/Non-Locomotor

Peter Pan – The Wrath of the Pirates

YEARS 3 & 4

Strands Making (Choreography) and Responding (Appreciation)

Prior Knowledge Knowledge, understanding and application of elements of dance, choreographic devices and production elements as applicable in Prep – Year 2

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

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

	queenslandballet.com.au/learn/teachers-resources
PRODUCTION NOTES	Peter Pan Production Notes for the Classroom
FLASHCARDS	1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2, 2.1.1, 2.1.2, 6.1.1, 6.1.2, 6.1.5
	qbjunior.com
BALLET BOOK	Peter Pan
	youtube.com/qldballet
PRODUCTION VIDEO	Queensland Ballet's Peter Pan 2015

ACTIVITY 1

- As a class, read the *Peter Pan* digital story book and discuss the storyline and characters involved.
- As a class, watch the *Queensland Ballet's Peter Pan 2015* video and discuss the storyline and how the set design, costuming and makeup help audiences identify the different characters. You may also refer to the *Peter Pan* Production Notes for the Classroom.
- As a class, discuss ballet mimes (for example, where the dancer points to their ring finger of their left hand to signify a marriage proposal), general gestures (for example, waving a hand as a personal greeting) and literal movement (for example, mopping the deck), indicating where the pirates perform these types of movements in the video (2:48 – 3:14).
- Create a pirate-themed warm-up using imagery such as pulling on a rope and scrubbing the deck. Lead the class through the warm-up.
- Ask students to individually create four literal movements or gestures that could represent a pirate.
- Divide students into pairs, and ask students to teach their partner their four movements to create a dance phrase of eight movements.
- As a class, discuss and demonstrate the choreographic device, abstraction, referring to the corresponding flashcard.
- In pairs, ask students to abstract all eight movements.
- Join pairs together to create groups of four, and ask them to combine their 16 abstracted movements together with transitions between each movement to create a dance phrase.
- Provide students with space and time to rehearse and refine their dance phrases, considering how they use technical and expressive skills to communicate their choreographic intent.
- Groups may take turns to perform for the class, with a follow-up group discussion to reflect on the viewpoint questions on the right.
- Provide students the *My Choreographic Process* worksheet (over page) and ask them to individually complete the table by describing each of their original four movements, what their original movements communicated and how the movements were abstracted.

Extension Activity

- Combine groups of four to create groups of eight, and ask them to combine their 32 abstracted movements to create a dance work.
- Provide groups with flashcards, each describing an example of a dimension (for example, small or big), level (for example, low, medium or high), pathway (for example, linear or curved), tempo (for example, fast or slow) and choreographic device (for example, contrast or repetition) and ask students to select five movements of their dance work to manipulate using their five flashcards.
- As a class, discuss group formations, and then ask groups to arrange themselves into a group formation and create a clear start and ending pose.
- Provide students with the space and time to rehearse and refine their dance works, to then perform for the class.

Viewpoint Questions

- What four literal movements or gestures did you/the group create and how did they represent the pirates?
- How did you/the group use abstraction to change each movement?
- Was the movement still recognisable as its original movement after abstracting or changing it?
- How did you/the group join the movements together (transitions) and how could you/the group have improved this?
- What other choreographic devices did you/the group use and how did they make your/the group's choreography more interesting?

Arts Learning Area, Dance Subject Content Descriptions (version 8.3)

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)
- Practice technical skills safely in fundamental movements (ACADAM006)
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)

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 32 count dance sequence which communicates an idea or concept.

My Choreographic Process

Name: _____

Original Movement (literal or gesture)	What is its meaning?	How did I abstract it?
With my hand in a fist, I moved my stretched-out arm from side-to-side.	Sword fighting.	I moved my stretched-out leg from side-to-side instead of my arm, so my leg became the sword.
1		
2		
3		
4		

Cinderella – The Enchanted Forest

YEARS 3 & 4

Strands Making (Choreography) and Responding (Appreciation)

Prior Knowledge Knowledge, understanding and application of elements of dance, choreographic devices and production elements as applicable in Prep – Year 2

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

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

VIDEOS	Cinderella – Excerpts for Analysis Dance Concepts and Skills – Elements of Dance: Examples of Space 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2
FLASHCARDS	qbjunior.com
BALLET BOOK	Cinderella

ACTIVITY 1

- As a class, read the *Cinderella* digital story book and discuss the storyline and characters involved.
- As a class, watch the *Dragonfly* section of the *Cinderella – Excerpts for Analysis* video and discuss the storyline and how the set design, costuming and makeup help audiences identify the different characters.
- As a class, watch the *Dance Concepts and Skills – Elements of Dance: Examples of Space* video and discuss the different shapes, dimensions, levels and pathways that were demonstrated.
- As a class, discuss different relationships (for example, groupings and interactions) and choreographic devices (for example, canon and repetition).
- As a class, watch the *Dragonfly* section of the *Cinderella – Excerpts for Analysis* video and identify where these space and relationship elements and choreographic devices were used in the choreography, pausing each time to discuss and describe. As a class discuss the viewpoint questions below.
- Provide students with the *Enchanted Forest* worksheet (over page) and ask students to complete part one by filling in the blanks. Students can complete part two by ticking each element of dance and production element which they think helped communicate the story and characters, listing two examples for each one.

Viewpoint Questions

- How successfully did the choreographer use movement to convey that the characters are dragonflies?
- How do the costumes help convey the characters are dragonflies?

Arts Learning Area, Dance Subject Content Descriptions (version 8.3)

- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)

ACTIVITY 2

- Divide students into groups of four, and ask them to select an insect or bird and explore how their chosen animal might move (provide images of insects and birds to further support students).
- In groups, ask students to use the movements they explored and movements from the *Dragonfly* section to create a 32 count dance sequence.
- Provide each group with three flashcards, each flashcard describing an example of a shape, level or pathway.
- In groups, ask students to select three movements from their 32 count dance sequence and manipulate each one using a different flashcard.
- Provide students with space and time to rehearse and refine their 32 count dance sequences, considering how they use technical and expressive skills to communicate their choreographic intent.
- Groups may take turns to perform for the class, with a follow-up group discussion to reflect on their use of shapes, levels and pathways, and technical and expressive skills.

Arts Learning Area, Dance Subject Content Descriptions (version 8.3)

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)
- Practice technical skills safely in fundamental movements (ACADAM006)
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)

Example Assessment Task

- This activity could be used as a foundational task leading to a Making (Choreography) assessment where students are required to create a dance sequence which communicates an idea or concept.



Enchanted Forest

Name: _____

PART ONE

Referencing the *Dragonfly* section of the *Cinderella - Excerpts for Analysis* video, fill in the blanks to complete the sentences below.

The female dancer performs the role of the _____. This is because she is wearing _____ and _____. There are ____ (insert number) dancers that perform the roles of the _____. I know they are these characters because they are wearing _____.

PART TWO

Tick the box to select which elements of dance and production elements helped convey the story and characters. For each element of dance ticked, list two examples viewed in the section.

<input type="checkbox"/> Lighting	<input type="checkbox"/> Costumes	<input type="checkbox"/> Levels	<input type="checkbox"/> Choreographic Devices
_____	_____	_____	_____
_____	_____	_____	_____
<input type="checkbox"/> Sound (Music)	<input type="checkbox"/> Actions	<input type="checkbox"/> Group Formations	<input type="checkbox"/> Shapes
_____	_____	_____	_____
_____	_____	_____	_____

Did you enjoy watching this dance work? Circle the face that best describes your experience.



Using examples from the video, explain your reasoning for why you did or did not enjoy watching the dance work.
