

Little Red Riding Hood Fabulous Fables

PREP – YEAR 2

Strands Making (Choreography) and Responding (Appreciation)

Prior Knowledge No prior knowledge required

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

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

queenslandballet.com.au/learn/teachers-resources

FLASHCARDS [5.1.1, 5.2.1, 1.3.1, 1.3.2, 1.3.3](#)

qbjunior.com

BALLET BOOK [Little Red Riding Hood](#)

youtube.com/qldballet

VIDEO [Little Red Riding Hood 2016](#)

ACTIVITY 1

- As a class, discuss places people might dance (for example, a school disco, a birthday party and stage performances) and why they might dance (for example, for fun or to play or to communicate a narrative) and discuss the viewpoint questions below.
- Provide students with the *Let's Dance* worksheet (over page) and ask students to complete part one by writing words or drawing pictures in the table.
- As a class, read the Queensland Ballet *Little Red Riding Hood* digital story book and discuss how the narrative (story) may be performed through dance on a theatre stage.
- As a class, watch Queensland Ballet's *Little Red Riding Hood 2016* video and discuss how the dancers used locomotor (travelling) and non-locomotor (stationary) movements to communicate the narrative. Refer to the flashcards to assist the description of locomotor and non-locomotor movements and to help highlight moments these were present in the video.
- As a class, imitate movements directly from the video (pausing when necessary) for practice and cognitive memory (provide students with fixed footprint placements if they require support to stand in their own space, confidently). These movements might become rote patterns practiced at the beginning of each lesson.
- In pairs, ask students to complete part two of the *Let's Dance* worksheet by writing in the table descriptions or drawing images of the shapes the bodies made while performing locomotor and non-locomotor movements.
- Discuss students' responses as a class.

Viewpoint Questions

- Where do we stand to dance?
- How do we know when to dance?
- How shall you dance?
- What will our body look like when we dance?
- What will our expression / face look like?

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

- Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR0004)

ACTIVITY 2

- As a class, select a section (scene) of the *Little Red Riding Hood* narrative and explore movement ideas (locomotor and non-locomotor) to convey the scene to an audience.
- As a class, structure these movements into a sequence, and spend some time refining the movement and practising the sequence.
- Divide the class into two groups and allow each group to perform the scene for their classmates.
- At the conclusion of each showing, reflect on how meaning was conveyed through movement.



Queensland Ballet

Classroom Activity Sheets

Extension Activity for a Year 1 and 2 Class

- As a class, watch Queensland Ballet's *Little Red Riding Hood 2016* video, pausing the video to identify and describe the elements of dance (space, time, dynamics, relationships), referring to the corresponding flashcards. Some examples include the different use of levels (high, medium and low) at 0:18, tempo (fast and slow) at 0:23, spatial relationships (side by side) at 0:34 and movement qualities (sharp and soft) at 0:37.
- As a class, discuss the view point questions to the right.
- Provide students with the *Elements of Dance* worksheet (over page) and ask students to individually complete the activity by drawing a line connecting the name of each element of dance to the corresponding picture (allow the video to continue to play while students complete the worksheet).
- Discuss students' responses as a class.

Viewpoint Questions:

- What is the purpose of this dance?
- What does Red Riding Hood's tempo, levels and movement qualities show us about how she is feeling and why?
- Why is it important for the two dancers performing the wolf to be standing side by side?

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

- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)
- 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 sequence using the elements of dance. Students could respond to their own (self-reflection) and/or peer's pieces identifying the elements of dance and describing how they communicated the intent.

Let's Dance

Name: _____

PART ONE

Who dances?	Where do they dance?	Why do they dance?

PART TWO

Locomotor movement (travelling)	Non-locomotor movement (on the spot)

Elements of Dance

Name: _____

Sharp

Movement Quality
(Dynamics)



Side by Side

Spatial Relationships
(Relationships)



Low and Medium

Level
(Space)



Soft

Movement Quality
(Dynamics)



High

Level
(Space)



Ballet Mime Vocabulary

PREP – YEAR 2

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

Prior Knowledge No prior knowledge required

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

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queenslandballet.com.au/learn/teachers-resources

VIDEO [Ballet Mime Vocabulary](#)
FLASHCARDS [5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5](#)

qbjunior.com

BALLET BOOKS [Coppélia, The Nutcracker](#)
BALLET GAME [Guess that Mime](#)

youtube.com/qldballet

PRODUCTION VIDEOS [Queensland Ballet's Coppélia 2014, The Nutcracker 2013](#)

ACTIVITY 1

- As a class, watch the *Ballet Mime Vocabulary* video.
- Provide students with flashcards describing mimes and physically explore each one.
- As a class, watch the *Queensland Ballet's Coppélia 2014* and *The Nutcracker 2013* videos and identify when the mimes previously explored are performed by the dancers, pausing the video each time.
- As a class, read *The Nutcracker* and *Coppélia* digital story books and again identify where these mimes have been used. Discuss what these mimes might mean and why they are used, making links between how words and movements can convey the same meaning.
- Discuss as a class, different ways people mime (gesture) in real life (for example, waving of the hand to signal a greeting to a friend).
- Place students in pairs, and ask them to explore different mimes/gestures they use in real life (for example, a secret handshake). Ask students to create a short phrase by selecting three of their gestures to perform consecutively.
- Groups may take turns to perform their mimes/gestures for the class, with a follow-up discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- What mimes/gestures did the group/you perform?
- What do the mimes/gestures mean and how did they communicate this?

Extension Activity

- Students may explore Queensland Ballet's Junior website and play *Guess that Mime* game.

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)
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR04)

Example Assessment Task

- Using *Match that Mime* (over page) ask students to draw a line connecting the name to the picture of each mime. This activity could be used as a Responding (Appreciation) assessment.

ACTIVITY 2

- Ask students to select a character from a story, fairy tale or nursery rhyme they are familiar with.
- Provide space and time for students to experiment ways their selected character might perform the different mimes that appear on the flashcards.
- Place students in pairs, and provide them with an appropriate scenario from a fairy tale or nursery rhyme that might have been previously explored in class (for example, Little Red Riding Hood meeting the wolf). Ask students to develop a movement sequence that communicates the subject matter of that scenario, using at least three of the mimes they previously explored.
- Provide students with space and time to rehearse and refine their dance, considering expressive skills required to communicate the scenario to an audience.
- Several pairs at a time may take turns to perform for their class, with a follow-up group discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- What was the idea or intention of this/your dance?
- How did the pairs/you communicate the ideas or intention of this dance? Was this effective?
- What mimes did they/you include and how did these help communicate the ideas or intention of this dance?

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)
- Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)
- Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR04)

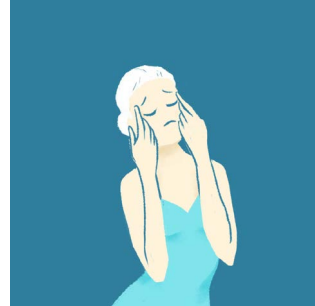
Example Assessment Task

- This activity could be used as a foundational task leading to a Making (Choreography) assessment where students are required to communicate an idea or concept. Dances choreographed could be performed at a school event as a Making (Performance) assessment.

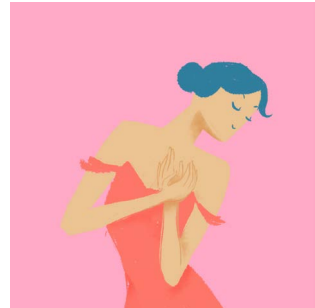
Match that Mime

Name: _____

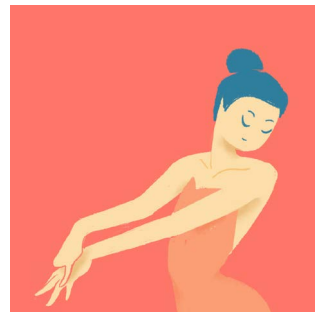
Hear



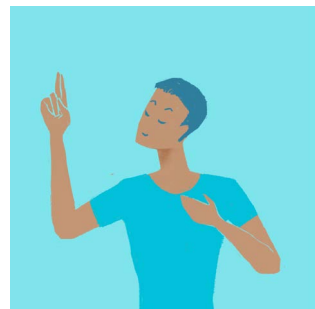
Marry



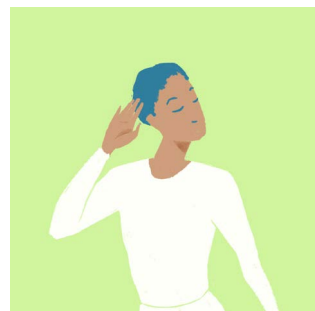
Cry



Promise



Love



Fundamental Ballet Movement Skills

PREP – YEAR 2

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VIDEO [Ballet Movement Vocabulary](#)
FLASHCARDS [5.1.1, 5.2.1](#)

ACTIVITY 1

- As a class, list a range of different movements on the board (for example, bend, roll, jump, balance, fall and turn).
- Provide students with the flashcards that describe locomotor and non-locomotor movements and discuss the difference between these types of movement.
- As a class, watch *Queensland Ballet's Ballet Movement Vocabulary* video and after each movement, pause the video to write the movement beside the matching movement on the board (for example, writing arabesque beside balance). For each movement in the video ask students to raise the non-locomotor or locomotor flashcard to indicate which they believe each is. Once agreed as a group, write the correct answer beside the movement on the board.

Extension Activity for a Prep Class

- As a class, physically explore the examples of the different movements on the board.

Extension Activity for a Year 1 and 2 Class

- Divide students into groups or pairs, and ask them to create their own examples of the different movements on the board.
- Ask students to stand in a circle to perform the different movements you call out (for example, balance).
- Once students are confident performing the different movements, play some music for students to improvise to and after stopping the music call out a movement for the students to perform.
- Discuss how different levels (for example, low, medium and high), directions (for example, forwards, backwards and sideways) and dimension (for example, big and small) can be used in dance to manipulate movements.
- Play some music for students to improvise to and after stopping the music call out a movement, level, direction and dimension for the students to perform.

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

- Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)

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 sequence of locomotor and non-locomotor movements, and adapt these using levels, directions and dimensions.

