

Fundamental Ballet Vocabulary

YEARS 5 & 6

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

Prior Knowledge Knowledge, understanding and application of elements of dance as applicable in Prep – Year 4

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	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 5.1.1, 5.2.1, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8

ACTIVITY 1

- As a class, discuss and physically explore different locomotor movements (for example, march, skip, run and gallop), non-locomotor movements (for example, bend, roll, jump, balance, fall and turn), shapes (for example, symmetrical, asymmetrical, curved and angular), levels (for example, low, medium and high) and dimensions (for example, small and big).
- As a class, watch Queensland Ballet's *Ballet Movement Vocabulary* video and discuss which locomotor and non-locomotor movements, shapes, levels and dimensions were used and how.
- Divide students into groups of four, and provide them the flashcards describing shapes, dimensions, levels, locomotor and non-locomotor movements, and fundamental ballet movement skills.
- In groups, ask students to separate the flashcards into two piles of locomotor and non-locomotor.
- As a class, discuss students' choices.
- As a class, brainstorm and create a list of any additional locomotor and non-locomotor movements.
- Provide students with the *Choreographic Planning Activity* worksheet (over page).
- In groups, ask students to select six non-locomotor movements from the board and write them in the column on the left. Ask students to create an action that would be appropriate for each non-locomotor movement.
- In groups, ask students to number their non-locomotor movements in any order, writing them in the middle column beside each non-locomotor movement. This will create phrase one.
- Provide students with space and time to rehearse phrase one, performing the movements in the same order they wrote on the *Choreographic Planning Activity* worksheet.
- Provide students with six flashcards that describe shapes, dimensions and levels face down and ask students to select one card at random to write beside each non-locomotor movement.
- In groups, ask students to manipulate each non-locomotor movement using the example found on each flashcard to create phrase two (for example, using a low level to manipulate a turn).

- As a class, discuss different group formations (for example, lines, circles, diagonals and clusters) and ask students to select a group formation to perform each phrase in, drawing this on the worksheet.
- As a class, discuss with students various floor pathways they can use to travel between the two group formations (for example, curved and zig-zag), writing these on the board.
- In groups, ask students to select a floor pathway and a locomotor movement from the board to travel between phrase one and phrase two (for example, skipping in a zig-zag floor pathway).
- Provide students with space and time to rehearse and refine their dance, considering how they use expressive skills, body control, accuracy, alignment, strength, balance and coordination.
- Groups may take turns to perform for the class, with a follow-up group discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- How did the group/s/your movement sequence use the space? What floor pathways and group formations did the group/you use?
- Which fundamental movement skills did the group/you use?
- How did the group/you use shapes, dimensions and levels to alter phrase one?

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

- Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)
- Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)
- Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)

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.

Coppélia

YEARS 5 & 6

Strands Responding (Appreciation)

Prior Knowledge Knowledge, understanding and application of dynamic movement qualities as applicable in Prep – Year 4

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

FLASHCARDS [1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 5.1.1, 5.2.1, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5](#)

qbjunior.com

BALLET GAME [Guess that Mime](#)

BALLET BOOK [Coppélia](#)

youtube.com/qldballet

PRODUCTION VIDEO [Queensland Ballet's Coppélia 2014](#)

ACTIVITY 1

- As a class, read the *Coppélia* digital story book and discuss the storyline.
- As a class, watch the *Queensland Ballet's Coppélia 2014* video, pausing throughout to discuss the storyline and how the dancers' facial expressions and movement as well as props and costumes help convey the narrative of *Coppélia*.
- Provide students with the flashcards describing shapes, dimensions and levels and discuss how these elements of dance can be used to adapt movement.
- As a class, watch the *Queensland Ballet's Coppélia 2014* video a second time and ask students to raise their hands when they see the examples of shapes, dimensions and levels that appear on the flashcards being used.
- Provide students with the *Elements of Dance used in Coppélia* worksheet (over page) and ask students to individually complete it by identifying two events from the video and explaining how meaning (the event) is communicated using the elements of dance.

Extension Activity

- Provide students with the *Elements of Dance used in Coppélia* worksheet for students to complete by analysing a different dance piece.
- Place students in pairs, and ask them to compare the similarities and differences between their responses to the two dance pieces. Other dance pieces can be found on Queensland Ballet's website and YouTube channel.

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

- Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)

Example Assessment Task

- *The Elements of Dance used in Coppélia* worksheet could be used as a Responding (Appreciation) assessment.

ACTIVITY 2

- Divide students into groups of four, and ask them to choose an event from the *Queensland Ballet's Coppélia 2014* video (for example, sneaking into Dr Coppélius' workshop) and recreate the event as a phrase using mimes (gestural movements).
- In groups, ask students to select one flashcard from each of the sub-categories (for example, curved shape, small dimension and low level) to manipulate each of their mimes.
- Provide students with the flashcards describing locomotor and non-locomotor movements, and mimes and ask students to incorporate the movement examples that appear on these flashcard as well as facial expressions to convey meaning.
- Groups may take turns to perform their phrase for the class, with a follow-up group discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- How did the groups/you use movements to convey an event and characters?
- What shapes, dimensions, levels, mimes, and locomotor and non-locomotor movements did the group/you use and how effective were these elements of dance in conveying the event and characters?

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

- Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)
- Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)

Example Assessment Task

- This activity could be used as a Making (Choreography) assessment where students are required to create a phrase to communicate meaning.

Elements of Dance used in Coppélia

Name: _____

EVENT ONE

Description	Elements of dance used to communicate this event	How do these elements of dance communicate this event to the audience?
	Shapes	
	Dimensions	
	Levels	

EVENT TWO

Description	Elements of dance used to communicate this event	How do these elements of dance communicate this event to the audience?
	Shapes	
	Dimensions	
	Levels	

English Activity: Examining Advertising in the Media

YEAR 6

Strands Language, Literature and Literacy

Prior Knowledge Knowledge, understanding and application of language, literature and literacy as applicable in Prep – Year 5 and can be used as part of the Year 6 Curriculum to Classroom Unit 3, lessons 7 – 10

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

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

[youtube.com/qldballet](https://www.youtube.com/qldballet)

PRODUCTION VIDEO [Queensland Ballet's Season 2016](#)

Other resources:

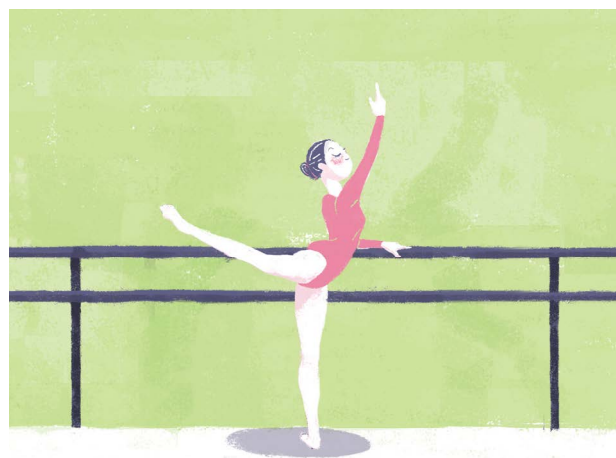
- Teacher examples of cross-media advertising campaigns

ACTIVITY 1

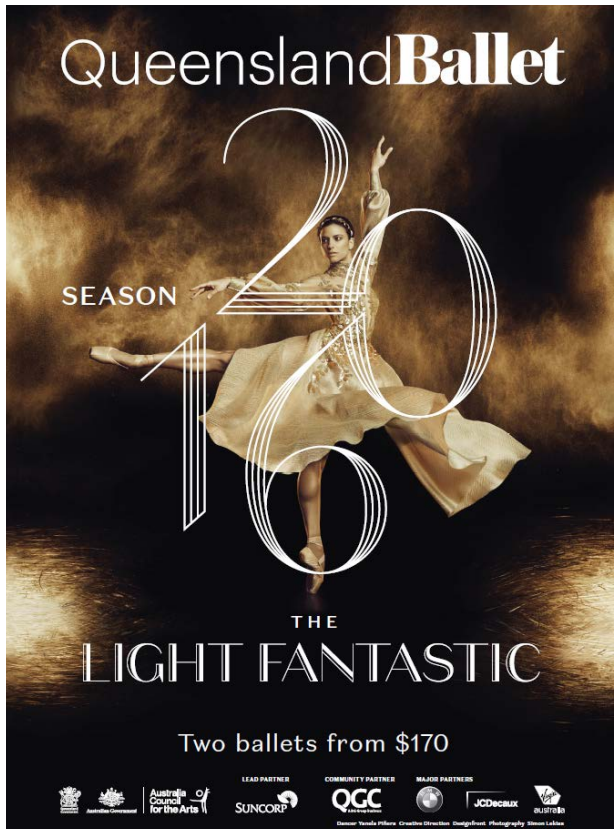
- As a class, explore different cross-media advertising campaigns — advertisements that appear in different parts of the media but are all part of a single campaign (for example, on television and in magazines).
- As a class, discuss two (set) advertisements from a campaign, the concept and purpose of an advertising campaign.
- As a class, watch the *Queensland Ballet's Season 2016* video and discuss what type of narrative voice is being used (for example, first, second or third person) and which one of these is most persuasive.
- Provide students with the *Examining Advertising in Queensland Ballet's Media* worksheet (over page) and ask students to examine the text features (for example, text structure and language features) of each still image advertisements by circling the image, headline, sub-headline, copy text and logo, and discussing these elements as a class.
- Place students in pairs, and ask students to review the text features of the different advertisements in Queensland Ballet's 2016 campaign by evaluating language, imagery and modality.
- Individually, ask students to complete the worksheet by identifying the language features used in the three different advertisements.
- Individually, ask students to use their completed table to write a three sentence paragraph comparing the different language features used in the different advertisements of Queensland Ballet's 2016 campaign. Students can refer to the glossary of comparison and contrast words at the bottom of the worksheet.
- Discuss student responses as a class.

English Learning Area Content Descriptions (version 8.2)

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor influence personal response to different texts (ACELT1615)
- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
- Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)



Examining Advertising in Queensland Ballet's Media



1. Still Image (Magazine)



2. Still Image (Billboard)



3. Moving Image (Video)

Language feature	Language used	Figurative language	Modality
1. Still Image (Magazine)			
2. Still Image (Billboard)			
3. Moving Image (Video)		The phrase or slogan 'See you on the dance floor' is an example of a metaphor.	The phrases 'We hope to see everyone there' and '...2016 is a season that will captivate everyone and as always, it is all about ballet' are examples of medium to high modality.
Comparison words		Contrast words	
Same		Different	
Both		Instead of	
Similar		In contrast to	
Compared to		On the other hand	