

Exploring Peter and the Wolf

Storytelling through movement

Prep (Foundation) and Year 1

Explore characters from Queensland Ballet's production *Peter and the Wolf* using shape, space, levels and dynamics to bring the beloved narrative to life.

Classes available for children of all abilities. This workshop demonstrates clear alignment to Foundation and Year 1 ACARA V9 Content Descriptors.

Learning Objectives

- Move your body safely like a ballet dancer
- Tell a story using actions and movement

More about the workshop

Exploring *Peter and the Wolf* workshop guides students through a ballet-inspired physical warm up incorporating numeracy and language games. Student dancers then work together, led by their Teaching Artist, to explore the narrative, characters, environments and social themes of Queensland Ballet's *Peter and the Wolf* through fun movement games and activities. Activities also reveal the inner workings of a ballet dancer's day. This workshop culminates in a presentation of student work to celebrate learning and skills. Relevant at any time of year and suitable for all students. This workshop provides opportunities for students to work across ACARA General Capabilities in Critical and Creative Thinking, Literacy (speaking and listening) and Personal and Social Capability.

Relevance to ACARA V9 The Arts: Dance Strands, Content Descriptors and Elaborations

Foundation (Prep)

Exploring and Responding AC9ADAFE01	Developing Practice and Skills AC9ADAFD01	Creating and Making AC9ADAFD01
<ul style="list-style-type: none"> • Exploring non-verbal communication relays emotion and feelings • Using dramatic play to explore ideas and understandings 	Playing with movement qualities, imagining characters and making still/moving images to communicate ideas, identifying and describing shapes, playing games to develop subject-specific practices, improvising movement.	Creating dance in response to stimulus, consideration of characters and situations.

Creating and Making AC9ADAF01	Presenting and Performing AC9ADAFP01
Creating dance in response to stimulus, consideration of characters and situations.	<ul style="list-style-type: none"> • Sharing dance, using positive language and identifying features • Talking about ideas used to make a dance • Sharing, presenting and responding to retellings of stories

Post-workshop extension

Teachers could repeat the performance of the students' story-ballet for other audience. Observe and record students:

- Sharing their artwork with audiences (performing their *Peter and the Wolf* story ballet)
- Describing their experiences, observations, ideas and feelings about:
 - Ballet and dance
 - *Peter and the Wolf* – the characters, narrative, locations
- Use play, imagination, knowledge and skills to create and share:
 - Different ballet moves in the warm-up phase of the workshop
 - How characters from the story might move – on the spot (gestures, facial expressions) or travel (whole body)

Relevance to ACARA V9 The Arts: Dance Strands, Content Descriptors and Elaborations

Year 01

Exploring and Responding AC9ADA2E01	Developing Practice and Skills AC9ADA2D01	Creating and Making AC9ADA2C01	Presenting and Performing AC9ADA2P01
<ul style="list-style-type: none"> • Use viewpoints to ask questions about dances, identifying similarities and differences in dances • Recognising and describing patterns of movement in dances, using own words and learnt terminology 	<ul style="list-style-type: none"> • Develop awareness of safe dance practice • Use improvisation to explore movement in response to stimulus • Explore fundamental movements to develop ideas about familiar situations • Move around spaces using a variety of travelling steps. 	<ul style="list-style-type: none"> • Devise a dance sequence moving specific body parts and locomotor and non-locomotor movement in small groups and extend the sequence • Use own words and terminology to share ideas about the dance they are creating. Recognise and accept constructive feedback 	<ul style="list-style-type: none"> • Present a learned sequence, expressing ideas to an audience • Use viewpoints to develop questions when responding to dance.

Post-workshop extension

Teachers could repeat the performance of the students' story-ballet for other informal audiences or take notes during the QB workshop. Observe and record students:

- Using ballet-movements and the elements of dance to structure dance sequences when they are creating their own character/location-inspired movement sequences as part of the story ballet
- Working safely in the dance space – being spatially aware, using the new fundamental movement skills (ballet technique), following instructions, respecting others, taking drink breaks etc
- Sharing their artwork in the workshop activities, performance of their own story ballet

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