

Ghost Dances - Socio-political contexts and viewpoints

Academic Years 10 – 12

Students will learn interact with dance made within a socio-political and cultural context via adapted repertoire inspired by QB's 2017 staging of Christopher Bruce's iconic work *Ghost Dances*.

Students will learn an excerpt of adapted repertoire and experiment with elements of dance and choreographic devices to refine and emphasise context and viewpoint through choreographic tasks. This workshop was design to strongly connect to QCAA General Dance's Unit 3 subject matter, complimenting and extending classroom activities and assessment objectives.

Learning Objectives:

- Apply genre and style-specific technical to learn, rehearse and present *Ghost Dances*-inspired adapted repertoire
- Experiment with expressive skills to convey meaning, viewpoint and context
- Select and use elements of dance and choreographic devices to manipulate and emphasise context and viewpoint

In the *Ghost Dances* – socio-political contexts and viewpoints workshop, students will explore context and viewpoints while applying genre and style-specific technical and expressive skills in the learning of adapted repertoire inspired by QB's 2017 staging of Christopher Bruce's iconic socio-political work. Students are guided through a ballet class-style warm up before being introduced to *Ghost Dances* and the context in which it was created. Students will learn adapted repertoire and then exercise their own creativity by responding to band-specific choreographic prompts. They'll manipulate the choreography by experimenting with dance concepts and choreographic devices to emphasise a reimagined viewpoint. The workshop will conclude with a sharing. This workshop provides opportunities for students to work across ACARA General Capabilities in Critical and Creative Thinking, Intercultural Understanding, Literacy (speaking and listening) and Personal and Social Capability.

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

Year10

<p>Exploring and responding</p> <p>AC9ADA10E01</p>	<p>Developing Practice and Skills</p> <p>AC9ADA10D01</p>	<p>Developing Practice and Skills</p> <p>AC9ADA10D02</p>
<ul style="list-style-type: none"> Investigate specific example of how and why dance practitioners work collaboratively with communities investigating why and how different traditions, styles and contexts affect the experience and interpretation of a dance work and taking this into account when choreographing and performing. Use viewpoints to explore questions such as ‘what meaning is intended by the choreographer?’ and ‘what cultural traditions are represented in this dance’. ‘how does this work relate to my culture, my life?’ Extending movement vocabulary as they explore own stylistic preferences from dance styles from different times to inform choreographic practice. Analysing use of elements of dance as a stimulus for choreography 	<ul style="list-style-type: none"> Refining technical skills in response to self-reflection to develop safe dance practice. Using experimentation and improvisation to develop techniques for executing expressive skills Practice and refining technical skills to develop proficiency in genre/style-specific techniques 	<ul style="list-style-type: none"> Use questions based on viewpoints to reflect on and evaluate use of forms and elements eg ‘how can I use and manipulate space and dynamics to convey my ideas’ Improvising using elements of dance and analysing movement choices to reflect their individuality and to clarify choreographic intent Consider how they can use elements of dance and choreographic devices to reflect ways that meaning and experiences, political statements or emotions influence and shape their approach to dance.
<p>Creating and Making</p> <p>AC9ADA10C01</p>	<p>Creating and Making</p> <p>AC9ADA10C02</p>	<p>Presenting and Performing</p> <p>AC9ADA10P01</p>
<ul style="list-style-type: none"> Experiment with ways to use and combine choreographic devices such as addition, diminution or by using other body parts Use questions based on viewpoints relating to forms and elements such as ‘how can I manipulate the elements of space and dynamics to convey 	<ul style="list-style-type: none"> Apply knowledge to execute movement safely Use observation/analysis of dance in ad selected genre/style to identify characteristic techniques, building ability to execute technical and expressive 	<ul style="list-style-type: none"> Planning how to enter and leave the performance space in ways that are consistent with genre/style, mood or ideas conveyed in a dance Using rehearsal to build confidence to accurately

<p>my ideas when choreographing a dance that conveys ideas, perspectives or meaning about identity</p> <ul style="list-style-type: none"> • Investigate use of the elements of dance in works of artists from different cultures, time and places and adapting dance ideas to create movements represent a synthesis of influences and present a personal meaning or perspective using respectful dance practice • Develop movement motifs and use choreographic devices or manipulate the elements of dance in innovative ways to communicate intent 	<p>skills using safe dance practices</p> <ul style="list-style-type: none"> • Seek feedback on performance, using viewpoints to frame questions 	<p>and fluently maintain spatial awareness</p>
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Post-workshop extension

Teachers could repeat the performance of the students' inspired/adapted repertoire or manipulated dance sequences in a more formal way for other audiences in class and/or take notes during the QB workshop. This activity could also be extended to create the basis or stimulus for a choreographic assessment task, although please note, permission is not granted to perform the adapted/inspired repertoire out of the context of the classroom. Observe and record students:

- Investigating by participating in discussions and reflections around Bruce's style within the genre of ballet, how elements of dance, choreographic devices and production elements can be used to communicate meaning in dance across cultures, times, places and/or other contexts
- Choreographing using the elements of dance and choreographic devices to manipulate and extend the inspired/adapted repertoire to communicate viewpoint ideas, perspectives and/or meaning.
- Developing and refining their safe dance practice (being spatially aware, using the new ballet technique as accurately as possible, following instructions, respecting other dancers in the space and participating in warm up/cool down phases etc)
- Applying genre and style-specific technical skills (ballet-inspired) accurately in the warm-up, and when they are choreographing and structuring their choreographic manipulation and when rehearsing and performing it for audiences.
- Participating in feedback and reflection opportunities where they receive and apply feedback from others and/or respectfully share feedback on others' work.
- Performing adapted/inspired repertoire for audiences, using ballet technique and technical and expressive skills

Senior Dance GENERAL and APPLIED

General subject matter: application of technical skills, realisation of meaning using expressive skills, safe dance practices, specific genre and style, historical, cultural, political and social contexts and viewpoints, organising and applying dance concepts to communicate meaning through the creation of a dance.

Unit 01 – Moving Bodies	Unit 03 – Moving Statements*	Unit 04 – Moving My Way
<ul style="list-style-type: none"> • Different contexts and purposes for dance • Current and historical genres and styles • Historical and cultural origins of genres/styles, identification of key characteristics, movement and vocabulary. • Technical and expressive skills used to enhance style-specific technique • Identify and explain the movements, elements of dance structure and production elements used in contemporary and other genres • Create and present a cohesive dance • Perform and refine dance skills when learning, rehearsing and executing simple and complex movements 	<ul style="list-style-type: none"> • Choreographers use dance to communicate a social, political or cultural viewpoint • Study of international choreographer and how their life experiences influence the subject matter of their dance works • Current/historical world issues and the viewpoints involved • Analyse dance works and styles to understand how viewpoints in a social, political and/or cultural context is shaped and communicated through dance • Synthesise understanding and integrate dance skills in rehearsal and performance of other dance genres/styles to communicate meaning • Assist in answering Unit 3 Enquiry Questions <ul style="list-style-type: none"> - how does a choreographer’s selection and manipulation of movement by the dance concepts affect the communication of a viewpoint to an audience - how are technical and expressive skills used to communicate social, political or cultural viewpoints to an audience • Create movement phrases and develop motifs in other dance genres in response to Australian/international stimulus • Organise and apply the dance concepts to communicate a viewpoint through the creation of a dance 	<ul style="list-style-type: none"> • Fused styles • Analyse meaning of dance through choreographers who fuse movement, genre and style, looking at purpose, context and viewpoints. Justify these in others’ dance to consider selection and application of the dance concepts, skills, artistic and aesthetic viewpoints, influence of purpose and context.

Senior Dance – Applied (Dance in Practice)

Unit Option B: Industry

Use Dance Practices	Plan Dance Works	Communicate Ideas	Evaluate Dance Works
<ul style="list-style-type: none"> • Demonstrate use of dance skills when performing works for different sectors • Explore genre/style-specific techniques suitable for different sectors • Consider safe dance practices when performing 	<ul style="list-style-type: none"> • Demonstrate use of dance skills when performing works for different sectors • Explore genre/style-specific techniques suitable for different sectors • Consider safe dance practices when performing 	<ul style="list-style-type: none"> • Perform own and others' dance words using dance skills that realise plans to express ideas around dance works for different sectors of the dance industry • Develop rehearsal and ensemble etiquette, collaborative and cooperative skills 	<ul style="list-style-type: none"> • Examine technical and expressive skills used to communicate a choreographer's ideas • Engage with and respond to feedback from others