

Lest We Forget

Dancing through history

Academic Years 3 – Senior

This workshop explores the theme of war and social, historical and cultural contexts and viewpoints through adapted/inspired contemporary ballet repertoire from Natalie Weir's poignant work *We Who Are Left*, from the Queensland Ballet's *Lest We Forget* through repertoire which draws from ballet and contemporary genres.

Students will be guided through themed choreographic activities that will assist in creating their own, unique movements, providing opportunities for them to develop creativity and problem-solving skills.

Learning Objectives:

- Use technical and expressive skills to perform adapted repertoire that communicates a message about cultural traditions
- Identify and create meaningful motifs
- Use elements of dance and choreographic devices to manipulate movement into a clear binary form

In The *Lest We Forget* workshop, students will explore the theme of war and engage with Natalie Weir's choreography through adapted/inspired repertoire (simplified choreography) to investigate how dance can be created within a specific context and communicate a particular viewpoint through the theme of war. Students will be guided through a ballet-inspired physical warm up incorporating numeracy, language and simple mathematic cues before participating in movement tasks targeting space, direction, tempo and responding to cues. Student dancers will then learn adapted repertoire, inspired by *We Who Are Left* and work to identify the meaningful movements and use of dance concepts to portray the context, viewpoint and mood. The workshop will conclude with a choreographic task where students will manipulate motifs, explore form and incorporate their new sequences into a new, complete dance work before sharing with and presenting to their peers.

*For Senior: Natalie Weir is a suggested choreographer in the subject matter of QCAA General Dance 2019 Syllabus

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

Year 03 and 04

Exploring and Responding AC9ADA4E01	Developing Practice and Skills AC9ADA4D01	Creating and Making AC9ADA4C01	Presenting and Performing AC9ADA4P01
<ul style="list-style-type: none"> • Identifying meaning and describing purpose that dance can be created for 	<ul style="list-style-type: none"> • Exploring known movements to find alternative ways of performing them 	<ul style="list-style-type: none"> • Improvising using movements from a learnt dance using the elements of dance to 	<ul style="list-style-type: none"> • Using expressive skills to communicate dance ideas

In-School Workshop

<ul style="list-style-type: none"> • learning dances created for different purposes • Using viewpoints to ask questions about dance they are experiencing eg “Are the movements in this dance similar to movements in dances I already know”, “Where are these dances performed” 	<ul style="list-style-type: none"> • Use contrast and repetition to explore and generate new movement in response to stimulus. • Explore how elements of dance can be used to communicate ideas such as how cultural stories can be shared through dance • Develop habit of safe dance practice • Use improvisation to explore movement in response to stimulus • Develop body awareness and refining technical skills 	<p>develop and combine sequences</p> <ul style="list-style-type: none"> • Use viewpoints to frame questions about their choreography • Create dance sequences combining locomotor and non-locomotor movements 	<ul style="list-style-type: none"> • Being an attentive audience member • Sharing with others the meaning and intended purposes of their own dance
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Post-workshop extension

Teachers could repeat the performance of the students’ adapted *Lest We Forget*-inspired repertoire and manipulated dance sequences for other informal audiences and/or take notes during the QB workshop. Observe and record students:

- Participating in discussions around how/why people dance in different cultures and contexts, specifically around *Lest We Forget*, its meaning and purpose and its connection to Australian history and culture.
- Using ballet-movements (fundamental movement skills) in the warmup phase and when they are learning, rehearsing and performing adapted/inspired repertoire and manipulating their dance sequence.
- Working safely in the dance space – being spatially aware, using the new fundamental movement skills (ballet technique), following instructions, participating in warm up/cool down phases etc
- Using the elements of dance: applying the Teaching Artist’s movement prompts correctly to manipulate and structure their dance sequences
- Creating a dance sequence that links to the ideas explored in the workshop eg. Discipline, respect, courage, pride
- Sharing their artwork in the workshop activities, performance of their own *Nutcracker* ballet sequences

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

Year 05 and 06

Exploring and Responding AC9ADA6E01	Developing Practice and Skills AC9ADA6D01	Creating and Making AC9ADA6C01	Presenting and Performing AC9ADA6P01
<ul style="list-style-type: none"> • Explore how dances use elements of dance and choreographic devices such as repetition, unison or contrast • Discuss purpose of movements and use of dance concepts and how these affect mood of audience • Seek feedback about how ideas in a dance were understood by an audience • Ask questions using viewpoints to explore similarities and differences in ways that choreographers or performers and audience members respond to dance (<i>Eg how were elements used to communicate the main idea? How was your mood changed by the dance? And asking questions that relate to energy, shape, tempo and use of production elements</i>) • Explore how dance is used to communicate cultural traditions 	<ul style="list-style-type: none"> • Improvising new movement to communicate ideas in response to stimulus • Developing technical and expressive skills to refine execution of fundamental movements • Developing expressive skills (specifically <i>facial expression/character</i>) • Exploring and experimenting with specific elements of dance (especially characteristics of space and contrasting dynamics) 	<ul style="list-style-type: none"> • Explore mood by experimenting with elements of dance • Exploring a stimulus or analysing other dances to devise a variety of movement possibilities • Use viewpoints to frame questions when reflecting on dance (<i>eg how is the movement of the body used to represent a character/idea/story?</i>) • Creating a dance that focuses on use of technical skills and explores a social theme/issue 	<ul style="list-style-type: none"> • Present a learned sequence, applying technical and expressive skills to expressing ideas to an audience • Expressing ideas through movement • Use viewpoints to develop questions when responding to dance.

Post-workshop extension

Teachers could repeat the performance of the students' *Lest We Forget* adapted/inspired repertoire or manipulated dance sequences in a more formal way for other audiences and/or take notes during the QB workshop. Observe and record students:

- Participating in discussions around Natalie Weir's *Lest We Forget*, its meaning and purpose, its connection to Australian history and culture and how elements of dance are combined to communicate meaning
- Using ballet-movements (technical and expressive skills) in the warm-up phase and when they are learning, rehearsing and performing adapted/inspired repertoire and manipulating their dance sequence.
- Working safely in the dance space – being spatially aware, using the new fundamental movement skills (ballet technique), following instructions, respecting other dancers in the space and participating in warm up/cool down phases etc
- Using the elements of dance and choreographic devices: applying movement prompts accurately to manipulate and structure their dance sequences
- Creating a dance by manipulating elements of dance and/or choreographic devices that communicates ideas, perspectives and/or meaning explored in the workshop e.g. discipline, respect, courage, pride
- Practicing dance using technical and expressive skills relevant to the ballet learnt in the workshop
- Sharing their artwork in the workshop activities and/or performance of their own *Lest We Forget* ballet sequences

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

Year 07 and 08

Exploring and Responding AC9ADA8E01	Developing Practice and Skills AC9ADA8D01	Creating and Making AC9ADA8D02
<ul style="list-style-type: none"> • Use viewpoints to explore questions such as 'what was the choreographer's intention for this dance?' 	<ul style="list-style-type: none"> • Develop dance skills and style-specific techniques, experimenting to extend own movement vocabulary by improvising • Explore how expressive skills can be used to communicate ideas 	<ul style="list-style-type: none"> • Explore ways to use elements of dance and choreographic devices to portray characters and stories respectfully and empathetically • Experiment with ways to use the elements of dance and choreographic devices to represent ideas about themes or issues • Select movement from improvisation and organise it • Selecting, combining, refining and sequencing movement using choreographic devices (transitions,

	<ul style="list-style-type: none"> • Extending technical competence 	variation and contrast) and choreographic forms such as binary, ternary
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Creating and Making AC9ADA8C01	Creating and Making AC9ADA8C02	Presenting and Performing AC9ADA8P01
<ul style="list-style-type: none"> ▪ Use questions based on viewpoints to reflect on and evaluate use of forms and elements; for example “how can I use and manipulate the elements of space and dynamics to convey my ideas?” ▪ Evaluate choreographic/performance choices. For example “how successful were the dancers in conveying the choreographer’s stated choreographic intent?” ▪ Consider how they can use elements of dance and choreographic devices to reflect ways that meaning experiences or emotions influence and shape their approach to dance. 	<ul style="list-style-type: none"> • Apply technical skills to intensify communication of mood/atmosphere • Respond to feedback to enhance communication of intent 	<ul style="list-style-type: none"> • Use technical and expressive skills and genre-specific techniques to enhance confidence, clarity of movement • Use rehearsal strategies or techniques to enhance confident etc • Introduce their dance to an audience

Post-workshop extension

Teachers could repeat the performance of the students’ *Lest We Forget*-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 repertoire out of the context of the classroom. Observe and record students:

- Participating in discussions and reflections around Natalie Weir’s *Lest We Forget*, how elements of dance, choreographic devices and production elements were used to communicate and/or challenge ideas, perspectives and/or meaning in dance across cultures, time, place and other contexts
- Choreographing using the elements of dance and choreographic devices to manipulate and extend *Lest We Forget*-inspired adapted repertoire to communicate ideas, perspectives and/or meaning.
- Developing and refining genre and style-specific technical skills in the warm-up, and when learning, rehearsing and performing
- Communicating the meaning of the dance through their use of expressive skills

- Working safely in the dance space – 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
- Participate 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 and own choreographic manipulations for audiences, using ballet technique and technical and expressive skills that enhance communication of ideas, perspectives and/or meaning

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

Year 09 and 10

<p>Exploring and Responding AC9ADA10E01</p>	<p>Developing Practice and Skills AC9ADA10D01</p>	<p>Creating and Making AC9ADA10D02</p>
<ul style="list-style-type: none"> • Investigate why and how different traditions, styles and contexts affect the experience and interpretation of a dance work. Take this into account when performing. • Use viewpoints to explore questions such as ‘what meaning is intended by the choreographer?, what cultural traditions are represented in this dance? How does this work relate to my culture?’ • Extending movement vocabulary • Analyse of the use of elements of dance in different styles 	<ul style="list-style-type: none"> • Use experimentation and improvisation to develop techniques for executing expressive skills • Practice and refining technical skills to develop proficiency in genre/style-specific techniques and safe dance practices 	<ul style="list-style-type: none"> • Use questions based on viewpoints to reflect on and evaluate use of forms and elements; for example “how can I use and manipulate the elements of space and dynamics to convey my ideas?” • Evaluate choreographic/performance choices. For example “how successful were the dancers in conveying the choreographer’s stated choreographic intent?” • Consider how they can use elements of dance and choreographic devices to reflect ways that meaning experiences 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"> ▪ Use questions based on viewpoints to reflect on and evaluate use of forms and elements; for example “how can I use and manipulate the elements of space and dynamics to convey my ideas?” ▪ Evaluate choreographic/performance choices. For example “how successful were the dancers in conveying the choreographer’s stated choreographic intent?” ▪ Consider how they can use elements of dance and choreographic devices to reflect ways that meaning experiences or emotions influence and shape their approach to dance. 	<ul style="list-style-type: none"> • Apply knowledge to execute movement safely • Seek feedback on choreography 	<ul style="list-style-type: none"> • Planning how to enter and leave a performance space in ways that are consistent with genre/style, mood or ideas • Using rehearsal to build confidence to accurately and fluently maintain spatial awareness

Senior Dance GENERAL

<p>Unit 01 – Moving Bodies</p>	<p>Unit 03 – Moving Statements</p>	<p>Unit 04 – Moving My Way</p>
<ul style="list-style-type: none"> • Different purposes and contexts for dance • How different dance genres/styles communicate meaning • Current and historical dance genre • Technical and expressive skills used to enhance style-specific technique • Identify and explain movements and dance concepts used in contemporary ballet 	<ul style="list-style-type: none"> • Australian choreographers using dance to communicate a social-cultural viewpoint, through work that explores a historical Australian issue and the viewpoints of people involved • Analyse how viewpoints in social-cultural contexts are shaped and communicated through dance • Synthesise understanding of how technical and expressive skills integrate through rehearsal of contemporary ballet to communicate meaning 	<ul style="list-style-type: none"> • Choreographic problems • Create movement phrases and develop motifs in response to stimulus and/or the work of other choreographers

<ul style="list-style-type: none"> Identify and apply safe dance practices in contemporary ballet Create movement phrases and develop motifs in response to stimulus Create and present cohesive dance 	<ul style="list-style-type: none"> Create movement sequences and develop motifs in contemporary ballet in response to Australian stimulus Organise and apply dance concepts to communicate a viewpoint through the creation of a dance 	
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Senior Dance – Applied (Dance in Practice)

Unit option A: Celebration

Use dance practices	Communicate ideas	Evaluate dance works
<ul style="list-style-type: none"> Demonstrate use of dance concepts when choreographing for celebration (to acknowledge, honour, remember, show respect and entertain) to suit identified purpose and context genre/style-specific techniques suitable for celebration Consider safe dance practices when choreographing and performing 	<ul style="list-style-type: none"> Choreograph dances using dance concepts that realise plans to express ideas around dances for celebration Perform own and others' dances using dance skills that realise plans to express ideas around dances for celebration events 	<ul style="list-style-type: none"> Examine technical and expressive skills used to communicate a choreographer's ideas

Unit option B: Industry

Plan dance works	Communicate ideas	Evaluate dance works
<ul style="list-style-type: none"> Establish relationships with industry professionals 	<ul style="list-style-type: none"> Perform own and others' dance works 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