

Partnering

The physics of moving

Academic Years 7 – 12

Students will be carefully and respectfully guided through the fundamentals of modern dance partnering, exploring basic principles of physics: counter-balance, base of support, centre of gravity, force and momentum. These skills will then be synthesised and integrated into learning company repertoire - an excerpt of partnering sequence from a Queensland Ballet production.

Learning Objectives:

- Explore and experiment with the fundamental principles of dance partnering, including trust, consent, and the physical elements such as centre of gravity, base of support, force, and momentum.
- develop style-specific technique in balletic and contemporary partnering through the exploration of contact and non-contact exercises
- Apply technical and expressive skills to learn, perform and present adapted repertoire

The Partnering workshop explores spatial awareness, the relationship between a dancer and others and some of the basic principles of physics involved in moving in contact with other performers. Students will be carefully introduced to safe dance practice principles in fun warm-up activities that invite students to connect physically and safely with others and isolate and strengthen main muscle groups. Students will then experiment with relationships between two bodies through scaffolded improvisation tasks, trust games and adapted ballet pas de deux and contemporary partnering exercises. The workshop will end with students working with each other to learn some QB partnering repertoire – a sequence from one of the company’s modern productions. Repertoire could include sequences from Sir Kenneth MacMillan’s *Elite Syncopations*, Christopher Bruce’s *Ghost Dances* or other productions. 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

Years 07 and 08

Exploring and Responding AC9AdA8D01	Developing Practice and Skills AC9ADA8C02	Creating and Making AC9ADA8C02	Presenting and Performing AC9ADA8P01
<ul style="list-style-type: none"> • Investigate how and why different traditions, styles and contexts affect the experience and interpretation of a dance work, and 	<ul style="list-style-type: none"> • Practice and refining technical skills to develop proficiency in genre/style- 	<ul style="list-style-type: none"> • Apply knowledge to execute movement safely • Use observation/analysis of dance in ad 	<ul style="list-style-type: none"> • Using rehearsal to build confidence to accurately and fluently maintain spatial awareness

In-School Workshop

<p>taking this into account when performing.</p> <ul style="list-style-type: none"> • Use viewpoints to explore questions such as 'what meaning is intended by the choreographer', 'what cultural traditions are represented in this dance' 	<p>specific techniques</p>	<p>selected genre/style to identify characteristic techniques, building ability to execute technical and expressive skills using safe dance practices</p> <ul style="list-style-type: none"> • Seek feedback on performance, using viewpoints to frame questions 	
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Post-workshop extension

Teachers could repeat the performance of the students' adapted/inspired repertoire 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. Please note, permission is not granted to perform the adapted/inspired repertoire out of the context of the classroom. Observe and record students:

- Participating in discussions and reflections around the different styles within the genre of ballet, how elements of dance, choreographic devices and production elements can be used to communicate meaning
- Applying genre and style-specific technical skills accurately 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 opportunities where they receive and apply feedback from others and/or respectfully share feedback on others' work.
- Performing adapted/inspired repertoire for audiences, using technical and expressive skills and ballet techniques.

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

Years 09 and 10

Developing Practice and Skills AC9ADA10D01	Creating and Making AC9ADA10C02	Presenting and Performing AC9ADA10P01
<ul style="list-style-type: none"> Refining technical skills in response to self-reflection to develop safe dance practice. Practice and refining technical skills to develop proficiency in genre/style-specific techniques 	<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 skills using safe dance practices Seek feedback on performance, using viewpoints to frame questions 	<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 and fluently maintain spatial awareness

Post-workshop extension

Teachers could repeat the performance of the students' adapted/inspired repertoire 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. 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 the different styles within the genre of ballet, how elements of dance, choreographic devices and production elements can be used to communicate 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 improvisation 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 and social contexts*

**dependent on repertoire choice*

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 • 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 viewpoint • Synthesise understanding and integrate dance skills in rehearsal and performance of other dance genres/styles to communicate meaning 	<ul style="list-style-type: none"> • Explore personal preferences, aesthetic and preferred style • Fused styles

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"> • Establish relationships with industry professionals • Examine ethics around performing dances 	<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