

The Nutcracker Repertoire

Dancing through cultures

Academic Year 2

During the workshop students will focus on how space, time, dynamics and choreographic devices reflect the cultural influences of adapted repertoire from *The Nutcracker*.

In small group-based choreographic activities, students will learn to manipulate the learnt repertoire.

Learning Objectives:

- Participate in discussions about respecting and understanding different cultures
- Use dance skills to learn and perform adapted repertoire inspired by The Nutcracker
- Manipulate motifs to emphasise character using elements of dance and choreographic devices

In *The Nutcracker* Repertoire workshop, students will explore dance from other cultures and specific historical contexts through the lens of the classical ballet *The Nutcracker*. Students will be guided through a ballet-inspired physical warm up incorporating numeracy, language and simple mathematics cues before participating in movement games targeting space, direction, tempo and responding to cues. Student dancers will then learn adapted repertoire (simplified choreography) from QB's production of *The Nutcracker* which they will then manipulate using elements of dance and choreographic devices. This workshop culminates in a presentation of student work to celebrate learning and skills. Relevant at any time of year (though perhaps most fun in term 4 as Christmas approaches, given the underlying theme of *The Nutcracker*!) and suitable for all students. 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

Year 02

Exploring and Responding AC9ADA2E01	Developing Practice and Skills AC9ADA2D01	Creating and Making AC9ADA2C01	Presenting and Performing AC9ADA2P01
<ul style="list-style-type: none"> • Identifying features of dance that communicate cultural knowledge and how dance can show feelings about places, people or experiences 	<ul style="list-style-type: none"> • Develop awareness of safe dance practice • Use improvisation to explore movement in response to stimulus and 	<ul style="list-style-type: none"> • Devise a dance sequence moving specific body parts and locomotor and non-locomotor movement working in small groups to teach own and learn others' choreography. Extend the sequence 	<ul style="list-style-type: none"> • Present a learned sequence, expressing ideas to an audience • Expressing ideas through movement

<ul style="list-style-type: none"> • Use viewpoints to ask questions about dances • recognising and describing patterns of movement, identifying similarities and differences in dances 	<p>movement prompts</p> <ul style="list-style-type: none"> • Use viewpoints to ask questions and identify movement possibilities • Move around spaces safely using a variety of travelling steps. 	<ul style="list-style-type: none"> • Use ideas from an exploration of how to use technical skills to create a dance sequence 	<ul style="list-style-type: none"> • Use viewpoints to develop questions when responding to dance.
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Post-workshop extension

Teachers could repeat the performance of the students' *Nutcracker* repertoire or choreographed dance sequences for other informal audiences and/or take notes during the QB workshop. Observe and record students:

- Using ballet-movements in the warm-up phrase, when they are learning adapted repertoire and when they are creating their dance sequences.
- Using the elements of dance: applying the instruction from the flashcard correctly to manipulate their dance sequences
- 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
- Performing their dance in class or in a different informal setting