

# The Nutcracker Repertoire

## Dancing through cultures

### Academic Years 3 – 6

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 and how to use inspiration from different cultures in a respectful and informed way.
- Use dance skills to learn and perform adapted repertoire inspired by The Nutcracker
- Manipulate learnt choreography to emphasise meaning and 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 mathematic 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 03 and 04

Exploring and Responding AD9ADA4E01	Developing Practice and Skills AC9ADA4D01	Creating and Making AC9ADA4C01	Presenting and Performing AD9ADA4P01
<ul style="list-style-type: none"> <li>• Identifying meaning and describing purpose that dance can be created for, exploring dances from a range of cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring known movements to find alternative ways of performing them</li> <li>• Use contrast and repetition to explore and generate new</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising using movements from a learnt dance using the elements of dance to develop and combine sequences</li> <li>• Use viewpoints to frame questions about their choreography</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising using movements from a learnt dance using the elements of dance to develop and combine sequences</li> </ul>

<ul style="list-style-type: none"> <li>• learning dances created for different purpose</li> <li>• using viewpoints to ask questions about dance they are experiencing, such as 'are the movements in this dance similar to movements in dances that you know? Where are these dances performed?</li> </ul>	<p>movement in response to stimulus.</p> <ul style="list-style-type: none"> <li>• Explore how elements of dance can be used to communicate ideas such as how cultural stories can be shared through dance</li> <li>• Develop awareness of safe dance practice</li> <li>• Develop body awareness and refining technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Create dance sequences combining locomotor and non-locomotor movements</li> </ul>	<ul style="list-style-type: none"> <li>• Use viewpoints to frame questions about their choreography</li> <li>• Create dance sequences combining locomotor and non-locomotor movements</li> </ul>
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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:

- Participating in discussions around how/why people dance in different cultures and contexts.
- Using ballet-movements (fundamental movement 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, participating in warm up/cool down phases etc
- Participate in discussions about how *Nutcracker* repertoire uses dance from different cultures as stimulus for repertoire
- Using the elements of dance: applying the instruction from the flashcard correctly to structure their dance sequences
- Creating a dance sequence that links to the ideas explored in the workshop eg. soldiers
- 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"> <li>• Explore how culturally-inspired dances use elements of dance and choreographic devices</li> <li>• Discuss purpose of movements and use of dance concepts and how these affect mood of audience</li> <li>• 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>)</li> <li>• Explore how dance is used to communicate cultural traditions. "What cultural aspect does this dance reflect? How is this dance evolving over time?"</li> </ul>	<ul style="list-style-type: none"> <li>• Improvising new movement to communicate ideas in response to stimulus</li> <li>• Developing technical and expressive skills to refine execution of fundamental movements</li> <li>• Developing expressive skills (specifically <i>facial expression/character</i>)</li> <li>• Exploring and experimenting with specific elements of dance (especially characteristics of space and contrasting dynamics)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore character and mood by experimenting with elements of dance</li> <li>• Exploring a stimulus or analysing other dances to devise a variety of movement possibilities</li> <li>• 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>)</li> <li>• Creating a dance that focuses on use of technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Present a learned sequence, expressing ideas to an audience</li> <li>• Express ideas through movement</li> <li>• Use viewpoints to develop questions when responding to dance.</li> </ul>

## Post-workshop extension

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

- Participating in discussions around how dances from *The Nutcracker* use different movements and inspiration from other cultures to convey ideas in an aesthetic way.
- Using ballet-movements (technical and expressive 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 and choreographic devices: applying the instruction from the flashcard correctly to manipulate and structure their dance sequences
- Creating a dance sequence that links to the ideas explored in the workshop eg. soldiers
- Practicing dance using technical and expressive skills relevant to the ballet learnt in the workshop
- Sharing their artwork in the workshop activities, performance of their own *Nutcracker* ballet sequences