

OSSDF 2021 TEACHER HANDOUT

Dance Education focusses on using dance as a tool for communication as opposed to dance studios who focus on dance training. The curriculum for Dance Education encompasses **5 Elements of Dance**. They are Body, Space, Time, Energy and Relationship. Here are some cues for watching movement while watching a live Dance performance:

Body: What is the body doing?

- Total body movement
- Isolated Body parts
- Large movements or small movements
- Shifting weight
- Body bases
- Symmetrical versus asymmetrical shapes
- Angular versus curved shapes
- Positive and negative space

Space: What is the body doing in space?

- floor pattern or path
- straight or curved lines
- simple or complex
- levels
- directions
- facings

Time: How does the movement express Time?

- Slow, medium, fast tempo

- Even or uneven metre
- Simple rhythm or complex rhythm

Energy: Does the movement have a particular quality?

- Strong or weak
- Sustained or sudden
- Percussive or collapsed
- Contrasting energy or combined energy forces

Relationship: How do the dancers relate to one another?

- Duet, quartet, trio, group
- Side by side, front to back, over, under, supported
- Leading or following
- Taking weight or giving weight
- Symmetrical or asymmetrical
- Partner or group shape

Teacher Workshop Lesson Plan:

Stimulus; Quotes, expressions, thoughts from Positive Voice, a program for urban indigenous women in transition to education or employment.

Brainstorm: Show the 7 teachings of the grandfathers. Discuss these qualities of each of these teachings. How would they look in action? This can be done as a graffiti wall and then the whole group shares their thoughts.

Bodystorming section: Music: Mystic Diversions, Sensual Wanderer Colours. Play, explore, experiment with actions by playing Share a Word (from Action Pak d'Action). Join up with 4 of the same colour card. This is your group. Each group picks one of the teachings and tries out different ways of moving to express that teaching, based on the prior activity. This activity is not for showing but is an important part of the process.

Action Possibilities: Each group is given a post card with an expression on it. The task is to create a dance to communicate the ideas, thoughts, feelings on the card. Bring ideas from the past section to the ideas and thoughts that are on your card. Try ideas out, keep what works, throw out what doesn't.

Into Action: The structure for the composition could be this;

Beginning group design (expressing the focus of the card)

Action phrase 1

Action Phrase 2

Action phrase 3

Ending group design (bring ideas to a conclusion)

Re-Action: Assessment follows the Elements of Dance body, space, time, energy, relationship.

- Refer to rubrics for each of the Elements depending on which Element you are focussing on. For example, if your success criteria focusses on Body, then use the rubric for Body to assess the group design including expectations for using level, positive and negative space, body bases, use of body parts, symmetry versus asymmetry, organic versus geometric shape, angular versus curves shapes.
- Consider a Dance Reflection sheet for students to fill in after observing their own, peer or commercial dances. This could include fill in the blanks such as "In the dance I liked how they used the Element of _____ because they included it this way_____."
- Consider a personal reflection sheet where a student can discuss their contributions to the group, to the ideas communicated, to their learning skills, etc.

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