

In-School Workshop Overview –Exploring *Little Red Riding Hood and the Wolf*

Prep – Year 01.

Exploring *Little Red Riding Hood and the Wolf*

Storytelling through movement

Prep (Foundation) and Year 1

Explore characters, worlds and ideas from Queensland Ballet’s production *Little Red Riding Hood and the Wolf*, using shape, space, levels and dynamics to bring this much-loved story to life.

Classes available for children of all abilities. This workshop demonstrates clear alignment to Foundation and Year 1 Australian Curriculum: Version 9.0 (ACARA V9) Content Descriptors.

Detailed Overview:

Learning Objectives

- Move your body safely like a ballet dancer
- Use imagination, actions and movement to tell a story
- Explore characters, places and ideas through dance

More about the workshop

Exploring Little Red Riding Hood and the Wolf guides students through a ballet-inspired physical warm-up incorporating imagination, numeracy and language games. Student dancers then work together, led by their Teaching Artist, to explore the characters, planets, environments and themes of Queensland Ballet’s *Little Red Riding Hood and the Wolf* through playful movement games and activities.

Inspired by the narrative and characters, students use movement to explore themes. Activities also reveal the inner workings of a ballet dancer’s day and introduce students to the ways dancers use their bodies, space and movement qualities to communicate ideas.

The workshop culminates in a presentation of student work, celebrating their learning, creativity and developing dance skills. Relevant at any time of year and suitable for all students.

This workshop provides opportunities for students to work across ACARA General Capabilities in Critical and Creative Thinking, Literacy (speaking and listening) and Personal and Social Capability.

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

Foundation (Prep)

Exploring and Responding AC9ADAFE01	Developing Practice and Skills AC9ADAFD01	Creating and Making AC9ADAFD01	Presenting and Performing AC9ADAFP01
· Explore how movement can communicate emotions, ideas and experiences · Use dramatic play and imagination to explore characters, places and situations	· Play with movement qualities, imagining characters and making still and moving images to communicate ideas	· Create dance in response to stimulus, considering characters, situations and imagined worlds	· Share dance using positive language and identify features of their own and others’ dances · Talk about ideas used to make a dance

	· Identify and describe shapes, spaces and movement qualities · Develop subject-specific practices through movement games and improvisation		· Share, present and respond to movement stories and dance inspired by <i>Little Red Riding Hood and the Wolf</i>
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Post-workshop extension

Teachers could repeat the performance of students' story-ballet for another informal audience or use observations from the workshop to continue exploring *Little Red Riding Hood and the Wolf* in the classroom.

Observe and record students:

- Sharing their artwork with audiences through the performance of their *Little Red Riding Hood and the Wolf* story-ballet
- Describing their experiences, observations, ideas and feelings about:
 - Ballet and dance
 - *Little Red Riding Hood and the Wolf* – the characters, narrative and imagined worlds
 - How movement can communicate ideas, feelings and relationships
- Using play, imagination, knowledge and skills to create and share:
 - Different ballet-inspired movements explored during the warm-up
 - How characters from the story might move – on the spot through gestures and facial expressions, or while travelling through space
 - Movement inspired by the planets, environments and imagined worlds of *Little Red Riding Hood and the Wolf*

Year 1

Exploring and Responding AC9ADA2E01	Developing Practice and Skills AC9ADA2D01	Creating and Making AC9ADA2C01	Presenting and Performing AC9ADA2P01
· Use viewpoints to ask questions about dances, identifying similarities and differences in dances · Recognise and describe patterns of movement in dances, using own words and learnt terminology	· Develop awareness of safe dance practice · Use improvisation to explore movement in response to stimulus · Explore fundamental movements to develop ideas about characters, familiar situations and imagined worlds · Move around spaces using a variety of travelling steps	· Devise a dance sequence moving specific body parts and using locomotor and non-locomotor movement in small groups, and extend the sequence · Use own words and terminology to share ideas about the dance they are creating	· Recognise and accept constructive feedback · Present a learned sequence, expressing ideas to an audience · Use viewpoints to develop questions when responding to dance

Post-workshop extension

Teachers could repeat the performance of students' story-ballet for other informal audiences or take notes during the Queensland Ballet workshop.

Observe and record students:

- Using ballet-inspired movements and the elements of dance to structure dance sequences when creating their own character, location- and idea-inspired movement as part of the story-ballet
- Working safely in the dance space – being spatially aware, using fundamental movement skills, following instructions, respecting others and taking appropriate drink breaks
- Sharing their artwork through workshop activities and the performance of their own *Little Red Riding Hood and the Wolf* story-ballet
- Using imagination and movement to communicate ideas about characters, relationships,