

pointNONpoint, Bespoke Be Connected YEARS 9 & 10

Strands Responding (appreciation) Making (choreography and performance)

Prior Knowledge Knowledge, understanding and application of dance concepts and skills. Knowledge, understanding and application of ballet and contemporary genre/style conventions.

General Capabilities Literacy, Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding, Personal and Social Capability, Information and Communication Technology Capability

21st Century Skills Critical and Creative Thinking, Communication, Personal and Social Skills, Collaboration and Teamwork, ICT Skills

Access or download these free classroom resources to complement this Activity Sheet:

FLASHCARDS

[11.1, 11.2, 11.3, 11.4, 11.5, 12.1, 12.2, 13.1, 13.2, 13.3, 14.1, 14.2, 15.1, 21.1, 21.2, 31.1, 31.2, 31.3, 31.4, 31.5, 31.6, 61.1, 61.2, 61.3, 61.4, 61.5, 61.7, 61.8, 61.9](#)

PRODUCTION NOTES

VIDEO

[Production Notes for the Classroom Bespoke pointNONpoint Excerpts for Analysis](#)

ACTIVITY 1

- As a class, watch the *pointNONpoint Excerpts for Analysis* video and read the section about Lucy Guerin's work in *Bespoke 2019* Production Notes for the Classroom.
- Ask students to sketch one (1) costume from the piece in the video.
- Ask students to annotate the sketch with a focus on interpreting the use of colour and design.
- Either as a class or in pairs, ask students to share their annotated sketches and discuss their interpretations of colour and design.
- Ask students to elaborate on the annotations and describe connections to the intent/theme of the dance work, by also describing and interpreting the dance movement.
- Students present their sketches and interpretation of the dance work in an informal discussion with classmates by exploring the first two viewpoint questions (below).

ACTIVITY 2

- Using a digital collaborative program (e.g. padlet), students answer the following statement:
 - Identify an element of dance viewed in the performance and explain how it conveys meaning to the dance work.
- Students share their ideas with the class and discuss the remaining viewpoint questions.
- Separate students into small groups and assign each group two elements of dance as a focus for the next exercise. To enhance this activity, you can use the QB Flashcards of elements of dance listed above.
- Ask students to apply their knowledge and understanding from the previous discussion to respond to the following question in a paragraph structure:
 - Describe, analyse and interpret how two elements of dance have been manipulated to convey meaning and effect in the dance work.
- Groups share and discuss their responses with the class.



Viewpoint Questions

- How has this choice of costume added value to the performance?
- What contributes to making a written response about a dance work detailed and justified?
- What was a common element of dance that was identified by the class?
- After identifying different examples of the same element of dance, consider which ones were more powerful to help relay the meaning of the work?

Extension Activity

- In small groups, students use the two elements of dance from the responding activity and create a short sequence of movement that explores both elements. Choices of movement, dynamics and music should reflect and relate to the viewed *Excerpts for Analysis* video.
- Students then perform their short sequences to the class.
- The class reflects on the differences and similarities between the short sequences created by different groups. Further discussion is encouraged to determine and analyse the different interpretations of the same two elements of dance from each group.

Arts Learning Area, Dance Subject Content Descriptions (version 8.4)

- Evaluate their own choreography and performance, and that of others to inform and refine future work.
- Improvise to find new movement possibilities and explore personal style by combining elements of dance.

This Activity Sheet was developed in consultation with Queensland Ballet's 2019 Education Ambassadors: Cindy Ambridge and Amy Fittock.