



Teacher Pack



Collection: Story Corner
Course: Fairy Tale Dance
Year Level: 3-6
Lessons: 4 x 45 Minutes



Overview

Fairy Tale Dance invites students to investigate character and narrative using movement and inspiration from the Queensland Ballet production of *Little Red Riding Hood*.

Specifically, this course takes students behind the scenes to meet the choreographer, costume designer, lighting designer and composer. Through the lesson series, students consider the ways fairy tales have been adapted and then create their own interpretation as a movement sequence. This course encourages students to consider and integrate production elements into their group performances. The approach used in the Fairy Tale Dance course can be integrated as a comprehension strategy and can be applied to other texts.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course, including teaching tips, pedagogical approaches, glossary terms and more, can be accessed through the Fairy Tale Dance Overview webpage.

Course: Fairy Tale Dance

Lesson One: Twisted Tales

Learning Area: English

Strands: Literature

Time: 45 Minutes

Year Level: 3-6

Content Descriptor:

- Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602).
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614).

Learning Focus:

- Students explore how fairy tales have been adapted over time.
- Students investigate how characters can be portrayed using movement.

| Time | Teaching and Learning Strategies | Preparation and Resources: |
|------------|---|--|
| 20 minutes | <p>Dynamic fairy tales</p> <p>Introduce the topic of fairy tales and specifically <i>Little Red Riding Hood</i>:</p> <ul style="list-style-type: none"> • What happens in Little Red Riding Hood? • What other fairy tales do students know? <p>Introduce the idea that fairy tales are a narrative form used to entertain or teach children about society and morals. Many fairy tales are hundreds of years old and were originally more gruesome or scary. In the past, fairy tales were often used to frighten children into behaving a certain way (such as not talking to strangers).</p> <p>Explore the idea that a story can be adapted by other authors, in some cases creating very different versions to the original. This could include telling the story using different mediums (such as animations or musicals) or making specific changes to the narrative structure (including the plot, character portrayals or the setting). For example, in the 1697 Perrault version of <i>Little Red Riding Hood</i>, Little Red gets into bed with the wolf and is eaten, but in the 1812 Grimm's version a huntsman appears and saves Little Red. <i>Little Red Riding Hood</i> has also been adapted into other mediums, including the 2005 <i>Hoodwinked</i> animation. Choose one example and discuss how the versions differ.</p> <p>This activity can be extended by asking students to investigate one particular fairy tale and how it has been adapted over time.</p> | <p>Relevant online resources</p> <ul style="list-style-type: none"> • Fairy Tale Dance - Choreography video • Character profile worksheet. <p>Additional resources required</p> <ul style="list-style-type: none"> • Alternative versions of a fairy tale such as <i>Little Red Riding Hood</i> (optional). |

10 minutes

The Queensland Ballet version

Explain that Queensland Ballet created a version of *Little Red Riding Hood* using dance. This means they told the story using movement. Ask if students have ever seen a story told this way. Share the Fairy Tale Dance Choreography video and discuss how the Queensland Ballet's version of *Little Red Riding Hood* compares to other version of the story and ask:

- What choices did the choreographer, Lucas Jervies, make in the Queensland Ballet version of *Little Red Riding Hood*?

15 minutes

Meet the characters

Identify all the characters in the Queensland Ballet version of *Little Red Riding Hood* and brainstorm words related to each character. This could include how they move, how they act, or how they look. For example:

- Little Red Riding Hood: empowered, smart, passionate, brave, bossy, confident, super hero, wears a red cape.
- Grandma: funky, friendly, playful, fun, youthful, has a cane, hunch-backed.
- Brother: rascal, sinister, bully, annoying, playful.
- Wolf: a puppet, make believe, sly, mysterious, sneaky.

Discuss the connection between the Brother and Wolf characters.

Have your students deepen their understanding of the characters by working in smaller groups to create character word walls or character profile sheets. Then have students share their ideas and discuss how this portrayal of characters compares to other versions of the story.

Course: Fairy Tale Dance

Lesson Two: Moving Characters

Learning Area: The Arts, English

Strands: Dance, Literacy

Time: 45 Minutes

Year Level: 3-6

Content Descriptor:

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005).
- Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009).
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692).
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

Learning Focus:

- Students collaborate to create a movement sequence.
- Students draw on their knowledge of the *Little Red Riding Hood* narrative to develop characters.

| Time | Teaching and Learning Strategies | Preparation and Resources: |
|------------|--|--|
| 10 minutes | <p>Character 'Fruit Salad'</p> <p>Recap on the previous lesson and the characters from the Queensland Ballet's version of <i>Little Red Riding Hood</i>. Discuss some of the character traits students came up with and ask students for examples of how these traits could be demonstrated using physical gestures.</p> <p>Ask students to sit in a circle of chairs and nominate a player to be 'in'. This player will stand in the centre of the circle. Go around the circle and divide all players into three groups of <i>Little Red Riding Hood</i> characters by naming them either Little Red, Grandma, Brother/Wolf.</p> <p>The player who is 'in' then calls the name of a character. If they call out "Grandma", then 'Grandmas' would get up and move to another seat. The person who is 'in' tries to get a seat whenever players swap positions. Whoever misses out on a seat becomes 'in'. The person in the middle can also call "All the better to eat you with!" and then everyone who is seated has to change spots.</p> <p>Modify the game by asking students to move as that particular character when their character is called.</p> | <p>Relevant online resources</p> <ul style="list-style-type: none"> • Fairy Tale Dance - Choreography video • Queensland Ballet's Dance Flash Cards. <p>Additional resources required</p> <ul style="list-style-type: none"> • A chair for each student, organised in a circle. • paper/pencil or equivalent • costume and props related to the <i>Little Red Riding Hood</i> characters such as a walking stick, cape or a tail (optional). <p>Preparation</p> <p>Set up three character stations for Red, Grandma, Brother/Wolf.</p> |

20 minutes

Character motifs

Introduce the character stations to students. There will be a Little Red, Grandma and the Brother/Wolf station. Use the groups already assigned from the previous game and send students to a station to explore the ways they could move as that character. If there are any props or costumes, invite students to incorporate these into their movements. Ask groups to decide on their three favourite motifs or physical gestures and have them draw or record these. Rotate students around the stations and repeat the activities. Consider sharing the Queensland Ballet Dance flash cards to help prompt students' movement ideas.

Once all groups have rotated through the three stations, students can share their nine motifs with the rest of the class and provide feedback to each other.

Note: nine motifs may be too many for younger students; so vary accordingly.

15 minutes

Character transitions

Invite students to return to the three stations to create linking movements or transitions between their character motifs. Brainstorm the ways students could move such as skipping, creeping or hobbling. Students will be generating a movement sequence to illustrate a character. For example, crawl + motif one + slide + motif two + turn + motif three = movement sequence. There is the option to refer to the Fairy Tale Dance Choreography video to investigate the movements and transitions the Queensland Ballet used. See the glossary for further examples of transitions and consider adding transition words to a class word wall.

Have students share their movement sequence and encourage the group to give feedback. These questions can be used:

- Could you identify the characters based on their movements? If so, how?
- How were the characters' movements different from each other?
- How would you perform a character differently?
- Would the class next door enjoy this performance? Why or why not?

The amount of guidance and support required to complete this activity will vary depending on the students.

Course: Fairy Tale Dance

Lesson Three: Character Compositions

Learning Area: The Arts

Strands: Dance, Music

Time: 45 Minutes

Year Level: 3-6

Content Descriptor:

- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008).
- Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012).
- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087).
- Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091).

Learning Focus:

- Students discuss the dance production elements used by Queensland Ballet.
- Students explore how music can be used to portray characters' personalities and relationships.

| Time | Teaching and Learning Strategies | Preparation and Resources: |
|------------|---|---|
| 15 minutes | <p>Production elements</p> <p>Share the Fairy Tale Dance Production Elements video with students and discuss the production team roles introduced by the Choreographer including the Composer, Costume Designer and Lighting Designer.</p> <p>Outline that students will be exploring the role of music in a dance production and then integrating music into their existing movement sequences.</p> <p>Discuss how music can be used to tell a story and develop characters. Draw on composer Tristan Parr's examples from the Production Elements video and ask students if they can think of other examples (such as specific characters from animations they have seen). How would the group describe the music or sounds related to each character in the Queensland Ballet performance? Discuss how music can be used to show characters relationships with each other:</p> <ul style="list-style-type: none"> • How does the music change when Little Red interacts with each of the other characters? | <p>Relevant online resources</p> <ul style="list-style-type: none"> • Fairy Tale Dance Production Elements video • Soul Box audio track • Butterfly Ballet audio track • Blues Shuffle audio track • Salsa Nights audio track • Heartbroken audio track • Hip Trap audio track • Swing It audio track <p>Additional resources required</p> <ul style="list-style-type: none"> • A device to share music. |

30 minutes

Consider adding any new (music related) character words to the existing character word wall or profile sheet/s. Invite students to consider how the music associated with each character makes them feel. This can be a good opportunity to discuss the orchestra that was involved in the Queensland Ballet's show.

Integrating music

Organise students into pairs or small groups and ask them to revisit the movement sequences they made for each character.

Let students know that you will be playing different types of music audio tracks to help them develop their movement pieces. Ask students to listen to each piece of music and experiment with how this might make their character feel, move or interact with the other characters. A set of varied audio examples have been provided, however, you may prefer to use different pieces. Share a variety of pieces (such as varied tempos or genres) so that students can experience contrasting musical moods and investigate how this changes their movements.

Have the groups share one of their movement pieces. Discuss the different emotions portrayed by the characters in response to the music being used.

Finish the session by asking students to think about the other production elements mentioned in the video and how they could integrate these into their movement sequence in the next lesson. This could include lighting, set items, costumes or prop ideas (such as torches, baskets or capes).

Extension

Ask student to form pairs and create a wolf character together (one being the head and one being the tail). Consider re-watching how the wolf moves in the videos. In the performance the two wolf dancers interact through a 'call and response' method. This means one dancer creates a movement and the other reacts. Invite pairs to practice the 'call and response' method for the wolf. Students could use the same movements or they could create new movements.

Course: Fairy Dance Tale

Lesson Four: Performance Rounds

Learning Area: The Arts

Strands: Dance

Time: 45 Minutes

Year Level: 3-6

Content Descriptor:

- Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008).
- Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009).
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007).
- Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011).

Learning Focus:

- Students develop their movement piece to perform on a 'theatre in the round' stage.
- Students explore how they can integrate production elements including costume, lighting and set design.

| Time | Teaching and Learning Strategies | Preparation and Resources: |
|------------|--|---|
| 30 minutes | <p>'Theatre in the Round'</p> <p>Outline that students will be developing their movement sequences by integrating other dance production elements. Share the Tips from the Professionals video and discuss any costume/prop/set or lighting equipment that is available for students to integrate into their works. Consider revisiting the Fairy Tale Dance Production Elements video to spark students' ideas.</p> <p>Discuss the use of set, costume and lighting and how they contributed to the Queensland Ballet production. Notate students' responses on a mind map on the board or on butcher's paper.</p> <p>Invite students to develop their movement so they can perform in a 'theatre in the round' stage set up. This means that chairs will need to be set up in a circle and each audience member will have quite different viewpoints.</p> <p>After students have had time to integrate production elements and practice their sequence ask the class to sit in the chairs to watch each group perform. Have the class provide feedback to</p> | <p>Relevant online resources</p> <ul style="list-style-type: none"> • Fairy Tale Dance Production Elements video (optional) • Tips from the Professionals video <p>Additional resources required</p> <ul style="list-style-type: none"> • One chair per student and space to put these into a circle. • paper and pencils • a whiteboard and marker or equivalent • torches, costume and set materials. |

10 minutes

each group about the effectiveness of their dance in the new space and discuss how this stage set up effects the story and characters.

As an extension, the group could take a walk around the school to identify other potential performance spaces that could be used to present their movement sequences.

Costume design

Using the wolf costume as a discussion point, have students work individually or in pairs to design their own Brother/Wolf, Grandma or Little Red costume. If there's time (or in a follow up lesson) have students share their drawings and explain their idea and how it would affect the dancer's movement.

5 minutes

Extension

Drawing on students' new experience working in a different performance space, each group could create a floor plan for a stage set.