

Romeo & Juliet

YEARS 11 & 12

Strands Making (Choreography and Performance) and Responding (Appreciation)

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

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

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

IMAGES	Image 1 , Image 2
VIDEOS	Romeo & Juliet Excerpts for Analysis
FLASHCARDS	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2, 1.5.1, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7
PRODUCTION NOTES	Production Notes for the Classroom Romeo & Juliet

Viewpoint Questions

- What was Sir Kenneth MacMillan's purpose in creating *Romeo & Juliet*?
- What other influences informed Sir Kenneth MacMillan's choreography of *Romeo & Juliet*?

Context

Sir Kenneth MacMillan's *Romeo & Juliet* is a critically acclaimed work considered to have great significance in the ballet landscape. Premiering in 1965 with Rudolf Nureyev and Margot Fonteyn dancing in the lead roles, *Romeo & Juliet* has continued to be staged by the world's most elite ballet companies.

Dance General Senior Syllabus Objectives (version 1.0)

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Analyse and interpret dance concepts and skills
- Evaluate dance, justifying the use of dance concepts and skills.

Example Assessment Task

This activity can be a foundational learning experience for analysing movement and non-movement components within a responding assessment. An example of an assessment could include students analysing, interpreting and evaluating a stimulus in terms of movement and non-movement components (800 – 1000 words). This assessment task would be suitable for inclusion in Unit 2: Moving through environments, Dance General Senior Syllabus 2019.

ACTIVITY 1



- Students choose one key figure of ballet: Kenneth MacMillan, Margot Fonteyn or Rudolf Nureyev.
- Students research their chosen key figure and create a PowerPoint presentation of 3 – 4 slides with the following information: philosophy of dance, biographical information, contribution to ballet, link to video footage of the figure e.g. YouTube, Vimeo, archival footage from websites.
- Students individually present their PowerPoint to the class while the teacher creates reflection questions based on the PowerPoint presented. Teacher verbally questions students at the conclusion of each presentation to check for understanding.
- As a class, read the production notes on *Romeo & Juliet*.
- As a class, watch the *Romeo & Juliet* Excerpts for Analysis video
- Complete the analysis table over the page.
- As a class, discuss the following quote: "MacMillan's grand production brings the streets of Verona to vibrant life with elegant costumes and daring choreography." Queensland Ballet *Romeo & Juliet*
- Use the completed analysis table to write a paragraph that discusses the quote and analyses the scenes through a framework of description, interpretation, justification and evaluation.
- In pairs, students share their response.



Romeo & Juliet

Name: _____

ANALYSIS TABLE

	Act 1 — Ballroom scene	Act 2 — Marketplace
Image		
Description of Elements of Dance & Production Elements		
Interpretation		
Justification		
Evaluation of communication of intent		

Ballroom Scene: Artists Vito Bernasconi & Daniel Gaudiello.
Photography David Kelly.

Marketplace: Queensland Ballet Artists.
Photography David Kelly.

Romeo & Juliet

ACTIVITY 2

- Students watch the balcony pas de deux from Act 2 of *Romeo & Juliet*, Excerpts for Analysis
- Working in pairs, students select five still images from *Queensland Ballet's 2014 production of Romeo & Juliet*.
- Students recreate these images with their partner to create five separate freeze frames.
- Ask students to choreograph movement transitions to link each freeze frame and create one continuous movement phrase, to be referred to as *Phrase A*. Students should consider the order in which they sequence their freeze frames, and how they communicate the relationship between their two characters.
- In the same pairs, students devise five new freeze frames that convey a change in relationship between their characters (e.g. betrayal or miscommunication).
- Students repeat the above process and choreograph movement transitions to link each freeze frame, creating *Phrase B*. Students should consider their use of the dance concepts and skills to communicate the relationship between the two characters, and to clearly demonstrate a contrast to *Phrase A*.
- Students combine and rehearse phrases A and B one after the other, creating a longer movement sequence that follows an AB choreographic form.
- Students should add a movement, or short movement phrase, between the two phrases to act as a catalyst for the changed relationship between the dancers.
- Students perform their final movement sequence for the rest of the class. They may choose to film their performance for the purpose of reflecting on and evaluating their performance and choreography skills.
- Each pair of students chooses another pair whose choreography they will interpret and evaluate, determining the nature of the relationship portrayed in the end phrase and reevaluating how effectively both relationships were communicated by the choreographers.

Extension Activity

- Students view the balcony pas de deux from Act 2 of *Romeo & Juliet* and select a 32-count sequence to learn themselves (or adapt as necessary).
- Using dance concepts and skills, students manipulate this sequence to portray a different type of relationship between the dancers (as per the freeze frame activity)

Viewpoint Questions

- What are the main themes presented in *Romeo & Juliet*?
- What are the different personal relationships Romeo has with other characters?
- Which dance concepts and skills are used to communicate themes and relationships in this ballet?

Dance General Senior Syllabus Objectives

- Demonstrate an understanding of dance concepts and skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills