

Cinderella — Creating Narrative through Dance

YEARS 3 & 4

Strands Making (choreography and performance) and Responding (appreciation)

Prior Knowledge Knowledge, understanding and application of elements of dance as applicable in Prep to Year 2

General Capabilities Literacy, Critical and Creative Thinking, Personal and Social Capability

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

PRODUCTION NOTES	Cinderella Production Notes for the Classroom
BALLET BOOK	Cinderella
FLASHCARDS	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.3.1, 1.3.2, 1.3.3, 1.4.1, 1.4.2

ACTIVITY 1

- As a class, read the story of *Cinderella* included in the Production Notes for the Classroom and identify the beginning, middle and end of the story.
- Provide students with the *Creating Tableaux worksheet* for them to visually record the ideas they have discussed.
- Lead a warm up game of 'Ten Second Objects'. Students create the shape of the object with their body that is called out, such as 'broomstick' or 'glass slipper', within ten seconds. Describe features of the object that can be reflected in the student's body shapes such as 'straight broomstick' or 'pointy shoe'.
- In groups, students are to create three tableaux representing the beginning, middle and end of the story of *Cinderella*. Suggest to the students that they use a variety of different levels (high, medium, low) and different shapes (curved, angular) in each of their tableau. Use the Flashcards listed above to demonstrate levels and shapes and invite students to refer to their worksheets from the beginning of the session to assist in this activity. Each group shares the three tableaux they have created with the class. As a class discuss how each group has used levels and shapes in their tableaux to communicate the narrative.
- As a class, discuss transitions and how transitions can be used to move from one tableaux to the next. Ask one group to model how they could move from one tableau to the next moving in slow motion. Then ask the group to demonstrate how they could move slowly plus add in a turn or roll into their transition.
- In groups, students add transitions between their tableaux to create a narrative dance sequence. Give the same prompts of moving slowly and adding a turn or roll into each transition.
- Provide students with time to practice and refine their narrative dance sequence.
- Groups take turns to perform their narrative dance sequence for the class, with a follow-up group discussion to reflect on the viewpoint questions below.

Viewpoint Questions

- Is it possible to predict what will come next in the narrative by viewing the tableaux?
- Does adding the transitions to the tableaux change the meaning of the narrative?

Extension Activity

- Ask students to try different transitions between the tableaux to explore how this can change the narrative.

ACTIVITY 2

- To introduce the concept of pathways to the class, ask students to move across the space as a group giving directions such as: travel in a diagonal pathway across the room on a low level; travel into the centre of the room slowly.
- Once students have experienced travelling through the space, as a class create a list of curved and geometric pathways and directions they have followed. Introduce the pathways Flashcards to support this discussion.
- In groups, students revisit their *Creating Tableaux worksheet* to establish the beginning, middle and end of their narrative dance sequence.
- As a group, students choose a pathway and an action for the beginning of their sequence that can assist in communicating the narrative. For example, students could travel in a spiral pathway as they perform a sweeping action to illustrate Cinderella cleaning.
- Groups then select a pathway and action for the middle and end sections of their sequence. For example, students could travel in a zig zag pathway as they gallop or trot to illustrate Cinderella travelling to the ball for the middle section. Students could climb over and under each other in a diagonal line to illustrate when the glass slipper is being tried on for the end section.
- Provide students with time to practice and refine their narrative dance sequence with pathways.
- Groups take turns to perform their narrative dance sequence for the class, with a follow-up group discussion to reflect on the viewpoint question below.

Viewpoint Question

- How can pathways in space be used in a dance sequence to direct the audience's attention and assist in communicating the narrative?

Extension Activity

- Combine the sequences created with tableaux and pathways to create an extended narrative dance sequence.

Arts Learning Area, Dance Subject Content Descriptions (version 8.2)

- Improvise and structure movement for dance sequences using the elements of dance and choreographic devices (ACADAM005)
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
- Identify how the elements of dance and production elements express ideas in dance they make and perform (ACADAM008)

Example Assessment Task

- These activities can be used as foundational tasks leading to a Making (Choreography) assessment where students are required to create a 32-count movement sequence which communicates a narrative. These activities can also be used as a Responding (Appreciation) assessment where students reflect on the success of their making process where they communicated a narrative through movement.

Cinderella

Name: _____

CREATING TABLEAUX

Draw your ideas in the boxes below for how you would represent the beginning, middle and end of the narrative with a tableau. A tableau is a frozen picture created with bodies to tell a story.

Beginning	Middle	End

Matthew Lawrence and Company Artists, 2013. Photography David Kelly

