

Backstage — Dance Dialogues

YEARS 11 & 12

Strands Making (Choreography) and Responding (Appreciation)

Prior Knowledge Knowledge, understanding and application of ballet and contemporary dance genres as applicable in Prep – Year 10

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

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

queenslandballet.com.au/learn/teachers-resources

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, 6.1.1, 6.1.2, 6.1.3, 6.1.4](#)

youtube.com/qldballet

PRODUCTION VIDEO [Backstage – Queensland Ballet's Dance Dialogues](#)

ACTIVITY 1

- As a class, watch the *Backstage — Queensland Ballet's Dance Dialogues* video and discuss the viewpoint questions below.
- Provide students with the flashcards describing shapes, dimensions, levels and choreographic devices, and discuss how these can be used in dance to communicate meaning.
- Divide students into small groups, and ask them to identify and discuss whether the space elements and choreographic devices appearing on the flashcards, as well as motifs, can be identified in the video.
- Provide students with the *Choreography and Image Analysis* worksheet (over page) and ask students to complete part one by listing and describing an example of Joseph Stewart's and Tim Podesta's use of space elements, choreographic devices, ballet techniques, modern/contemporary dance techniques in each correlating box.
- Discuss student responses as a class.

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- In pairs, ask students to choreograph a short ballet/contemporary phrase (32 counts) including the movements appearing in the six images.
- Provide students with flashcards describing shapes, dimensions, levels and choreographic devices and ask them to select three which describe space elements and three which describe choreographic devices (students may wish to select other space elements/choreographic devices not appearing on the flashcards) and record these in part two of the worksheet.
- In pairs, ask students to manipulate their choreography using their selected flashcards.
- Provide students space and time to rehearse and refine their phrases.
- Pairs may take turns to perform for the class, with a follow-up group discussion to reflect on how different pairs incorporated the images and flashcards into their phrase.

Viewpoint Questions

- What was Li Cunxin's vision for *Dance Dialogues*?
- What inspired Joseph Stewart when choreographing *Winter Dawn*?
- What inspired Tim Podesta when choreographing *The Divine Comedy*?
- Why does Tim Podesta explore specific hand movement in *The Divine Comedy*?
- Where are examples of ballet and modern/contemporary dance techniques in *Winter Dawn* and *The Divine Comedy*?

Viewpoint Questions

- How could you describe the action you think the dancer/s are performing? Could this be a loco-motor or non-locomotor movement/s and why?
- What shape, level and dimension is being used to perform the movement and how does this affect the meaning being communicated?
- What emotions is the dancer conveying and what meaning does this communicate?

Example Assessment Task

- This activity could be used as a foundational task leading to a Making (Choreography) assessment where students are required to explore and select six Queensland Ballet images to use as stimuli for a 1 – 2 minute (Year 11) or 2 – 4 minute (Year 12) ballet/contemporary dance piece. Alongside this, students would be required to submit a 250 word choreographic intent, explaining how the stimuli and elements of dance were used to communicate meaning.

ACTIVITY 2

- Provide students with the *Choreography and Image Analysis* worksheet and as a class discuss the viewpoint questions below referring to the first image in part two of the worksheet.
- Divide students into pairs, and ask them to answer the viewpoint questions below for each of the remaining images.

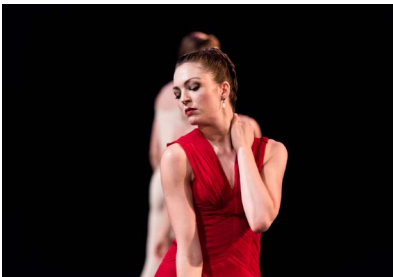
Choreography and Image Analysis

Name: _____

PART ONE: ANALYSING *WINTER DAWN* AND *THE DIVINE COMEDY*

Dance Work	Space Elements	Choreographic Devices	Ballet Techniques	Modern/Contemporary Dance Techniques	Motifs
Winter Dawn					
The Divine Comedy					

PART TWO: CHOREOGRAPHIC STIMULUS



Space elements selected	Choreographic devices selected