

Course: Create an Alphabet Dance

Lesson Two: Creating a Chorus

Learning Area: The Arts

Strands: Dance

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Improvise and structure movement ideas 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, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008).

Learning Focus:

- Students combine the individual moves developed in previous lessons to form words and, ultimately, a dance routine.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
20 minutes	Safety • Encourage slow, controlled movements in the warm-up sequences. Vigorous shaking often feels invigorating, but can result in suddenly dislocated limbs! • Stretches, slow rolls and circles, and shifts of weight from one foot to the other are good things to include, and there are many possible variations of each of these. • Start by establishing ground rules for personal space. • You could also include a row formation in this exercise, as this may be the way that students eventually perform their dance. • Ensure all dance activities take place in a suitable space that is free of trip hazards. • If you need to move tables and chairs regularly, develop a routine for this (perhaps in time to a song or chant) so that your students become familiar with what is required, and efficient at doing it. Process Ask the students: 'Is there one word in particular (from our selection of preferred words) that could be performed by the whole group, and be used as a chorus?' Write all the words offered on a whiteboard. Choose one of your words to be the 'chorus' word. If there is a theme, select a word that refers to the theme. Practise the dance-word several times with the whole group.	Relevant ARTS:LIVE resources • Creating a Chorus and Combining Your Moves activity sheet. Additional resources required • a clear space with enough room for each student to move freely with their arms stretched out to the side • comfortable clothes • a music player • A device for recording video/stills.

25 minutes

Next, invent an opening line that incorporates this word, but places it in a sentence (see example below). Then, ask the group for suggestions as to how this sentence (the dance sequence that comes from spelling the word) could be structured into a dance and chant sequence. Please see the sequence below.

Transitions in Dance video example

Whole group is standing in formation.

Bananas! Bananas!	4 stomps forward
I – Like – BANANAS!	Standing still, clap the rhythm of the words
Bananas! Bananas!	4 stomps backwards
I – Like – BANANAS!	Standing still, clap the rhythm of the words
B – A – N – A – N – A – S!	Dancing the letters and saying them out loud
B – A – N – A – N – A – S!	Dancing the letters and saying them out loud
B – A – N – A – N – A – S!	Dancing the letters and saying them out loud
B – A – N – A – N – A – S!	Dancing the letters and saying them out loud

Things to remember

- Maintain a respectful, warm appreciation of individuals' contributions to ensure no one feels exposed or subject to ridicule by other students through one of their suggestions.
- As a teacher, join in everything you ask the class to do. This is not only good modelling, it also validates and endorses each of the ideas as being appropriate and possible.
- In dance, teacher participation can be a vital element in individual students' sense of emotional safety.