

Course: Fizzie Dance

Learning Area: The Arts

Strands: Dance

Lesson Three: A Fizzie Phrase Challenge

Time: 45 Minutes

Year Level: 5-6

Content Descriptor:

- Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010).
- Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011).
- 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).

Learning Focus:

- Students review videos of their performance and discuss the elements of dance, including: canon, contrast and repetition.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
25 minutes	Reflection on Fizzie Dance phrase Consolidate learning of the previous activity by playing the recordings and recapping on the phrases created by Red and Blue teams. Divide members of each team into pairs (pairs should come from the same team so they are familiar with their team's dance routine). Provide each pair with a copy of the Fizzie Phrase Challenge activity sheet. Each pair reviews the Fizzie Dance phrases A and B that they made in their team (Red or Blue). Encourage students to refer to their dance journal if they require additional support. Pairs then select either phrase A or B to revise and rehearse. Each pair joins with another pair (from the opposite team) to create a new team of four and combine their phrases to make a 32-count dance phrase. Each team must practise the dance so they can perform in unison without stopping. Class discussion As a class, discuss what choreographic devices could you use to make the phrase more interesting: • Unison, canon, contrast and repetition as choreographic devices. • Canon: repeating a movement, one person at a time, like a Mexican wave. • Contrast: performing a movement that is different to the original in some way.	Relevant ARTS:LIVE resources • A Fizzie Phrase Challenge activity sheet • Fizzie Dance audio track. Additional resources required • a record of the Red and Blue teams' Fizzie Dance phrases A and B, created in previous lessons • Making a Fizzie Phrase activity • a device for recording video/stills • music with a strong beat • a music player • journal • a clear space with enough room for free movement.

10 minutes

- Repetition: repeating the same thing once or many times. You can add interest by facing a new direction, using a different body part or repeating with speed.

Altering the phrase

Teams are to undertake the following:

- Apply canon to one part of their phrase.
- Look at the phrase to see where it could benefit from contrast.
- Incorporate the above ideas into their phrase.
- Try a different body part, repeat one movement several times in unison.
- Practise the altered phrase until it begins to feel familiar.
- Add music to the phrase (either their own music or the Fizzie Dance audio track).

10 minutes

Performance

Ask each team to perform their phrase for the class. Then record each group performing the dance.

Discussion

Lead a class discussion about the range of choreographic devices each group used in their dances:

- What movements made the phrase more interesting?
- How could your team incorporate what you have learned into your phrase to improve it?

Optional extension

Edit the video to add subtitles for the times when your team performed canon, contrast and repetition.