



# Teacher Pack



**Collection:** Sports and Performance

**Course:** Fizzie Dance

**Year level:** 5-6

**Lessons:** 4 x 45 Minutes



## Overview

Fizzie Dance guides students to develop movement sequences using sport and the elements of Dance as inspiration.

Specifically, students work in small groups to create short dance sequences inspired by sports imagery. These movement phrases are then combined into a whole group dance that incorporates appropriate positioning, music and timing. The lessons series helps students express themselves physically and creatively.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Fizzie Dance Overview webpage.

### Course: Fizzie Dance

### Lesson One: Create the Base Phrase

**Learning Area:** The Arts

**Strands:** Dance

**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 create dance moves inspired by sports imagery and begin to construct a movement phrase.

| Time:      | Teaching and Learning Strategies:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Preparation and Resources:                                                                                                                                                                                                                                                                                                                                                                               |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 minutes | <b>Foundation</b><br>Watch the Making a Fizzie Phrase video with students. Complete a warm-up with sports related stretches, such as quad stretches, long lunges or shoulder stretches or view and follow the Warming Up video.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Relevant ARTS:LIVE resources</b> <ul style="list-style-type: none"> <li>• Warming Up video (optional)</li> <li>• Making a Fizzie Phrase video.</li> </ul>                                                                                                                                                                                                                                             |
| 10 minutes | <b>Movements one and two</b><br>Distribute cards with images of athletes performing a range of sports, such as karate, swimming, cricket, soccer, Australian Rules, basketball, volleyball, ping pong, synchronised swimming, netball, hockey, tennis, horse riding, etc.<br>Divide the class into four groups of approximately six students and provide each group with six images. Each group studies their collection of images and chooses one card to create a movement or shape based on the image. This is movement one.<br>Encourage groups to: <ul style="list-style-type: none"> <li>• Make a shape that they can hold comfortably.</li> <li>• Practise the shape when they clap their hands.</li> </ul> Each group then chooses another image and creates a different shape or movement based on this image. This is movement two. | <b>Additional resources required</b> <ul style="list-style-type: none"> <li>• a clear space with enough room for each student to move freely with their arms stretched out to the side</li> <li>• sports images of athletes performing a range of sports (one for each student)</li> <li>• music with a strong beat</li> <li>• a music player</li> <li>• a device for recording video/stills.</li> </ul> |

5 minutes

### Link the movements

Encourage the groups to join movement one to movement two, creating a transition between the two that feels easy and natural, but is also interesting. Repeat the same process with the remaining images to create a range of movements with transitions.

10 minutes

### Fit to 16 counts

Instruct the groups to set the movements to 16 counts of music. This is a movement phrase. Encourage groups to rehearse their phrase until they can remember the order. Groups perform the phrase to the class. Groups record their base Fizzie Dance phrase in their dance journal, or using a recording device.

10 minutes

### Alter the elements of dance

Each group will choose one element: time, space or energy, which they think will enhance their Fizzie Dance phrase. Each group must find a way to alter some aspect of their phrase using the chosen element.

For instance, if a group chooses time, they might change the duration of one movement (e.g. from regular speed to slow motion or speeding it up and repeating it a few times).

To alter space they might change the direction they are facing or the level of a shape. Students must change at least two things and make sure it all fits within 16 counts.

### Preparation

- Ensure there is a centre line on the floor of the space where the lesson is to be held. If necessary, mark a line with chalk or tape.
- Search online and in magazines (sport swap cards are an option) for sports images and then glues these to card (one per student).

### Safety

- Ensure the space is clear of all objects.
- Ensure that students warm up.

### Course: Fizzie Dance

### Lesson Two: Extend the Phrase

**Learning Area:** The Arts

**Strands:** Dance

**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 develop their dance movements, in teams and then combine all the movements to form a routine.

| Time:      | Teaching and Learning Strategies:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Preparation and Resources:                                                                                                                                                                                                                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 minutes | <p><b>Share the phrase: Red team and Blue team</b></p> <p>Have students consolidate their learning from last lesson by re-forming their four groups and practising their base phrase until they are comfortable with it. Then, divide the four groups into two large teams: Red team and Blue team (two groups in the Red team and two groups in the Blue team). Ask teams to move to either side of the centre line. Students in the Red team will teach each other their original group's phrases. The team will now have two phrases, A and B, equalling 32 counts. The same will apply to the Blue team.</p> | <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>• a clear space with enough room for each student to move freely with their arms stretched out to the sides</li> <li>• music with a strong beat</li> <li>• a music player</li> <li>• journals</li> <li>• a device for recording video/stills.</li> </ul> |
| 20 minutes | <p><b>Performance</b></p> <p>The two teams stand on either side of the centre line, facing each other. Red team performs phrase A, then sits on the floor. Blue team performs phrase A, then sits on the floor. Red team stands up and performs phrase B. Blue team stands up and performs phrase B. Video all phrases for review and feedback and ensure that students record the phrases in their dance journals for personal reference.</p>                                                                                                                                                                   | <p><b>Safety</b></p> <p>Refer to lesson one.</p>                                                                                                                                                                                                                                                                                            |

### Course: Fizzie Dance

### Lesson Three: A Fizzie Phrase Challenge

**Learning Area:** The Arts

**Strands:** Dance

**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 | <p><b>Reflection on Fizzie Dance phrase</b></p> <p>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.</p> <p>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.</p> <p><b>Class discussion</b></p> <p>As a class, discuss what choreographic devices could you use to make the phrase more interesting:</p> <ul style="list-style-type: none"> <li>• Unison, canon, contrast and repetition as choreographic devices.</li> <li>• Canon: repeating a movement, one person at a time, like a Mexican wave.</li> <li>• Contrast: performing a movement that is different to the original in some way.</li> </ul> | <p><b>Relevant ARTS:LIVE resources</b></p> <ul style="list-style-type: none"> <li>• A Fizzie Phrase Challenge activity sheet</li> <li>• Fizzie Dance audio track.</li> </ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>• a record of the Red and Blue teams' Fizzie Dance phrases A and B, created in previous lessons</li> <li>• Making a Fizzie Phrase activity</li> <li>• a device for recording video/stills</li> <li>• music with a strong beat</li> <li>• a music player</li> <li>• journal</li> <li>• a clear space with enough room for free movement.</li> </ul> |

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.

### Course: Fizzie Dance

### Lesson Four: Doing the Fizzie Dance

**Learning Area:** The Arts

**Strands:** Dance

**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 work in teams to perform their Fizzie Dance, based on sport movements.

| Time:      | Teaching and Learning Strategies:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Preparation and Resources:                                                                                                                                                                                                                                       |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 minutes | <b>Introduction</b><br>Watch the Doing the Fizzie Dance video. Ask students to move into either Red team or Blue team, based on the Fizzie Dance phrases they created in the Making a Phrase activity. Teams are to move to either the right or left of the centre line. Explain to students that the phrase they will learn is divided into four sections.                                                                                                                                                                                                                                 | <b>Relevant ARTS:LIVE resources</b> <ul style="list-style-type: none"> <li>• Doing the Fizzie Dance video</li> <li>• Fizzie Dance audio track (optional).</li> </ul>                                                                                             |
| 10 minutes | <b>Sport movements</b><br>Play music for students to practise the relevant sections with. Teach and practise section one. This lasts for 16 counts and is performed by one side of the room then the other. The basketball-inspired movements include: <ul style="list-style-type: none"> <li>• 4 dribbles on right (4 counts)</li> <li>• 4 dribbles on left (4 counts)</li> <li>• 4 bounces in the middle (4 counts)</li> <li>• ball rolls around waist (3 counts) and score (jump!) (1 count).</li> </ul> Red team performs the above movements then sits. Blue team repeats the process. | <b>Additional resources required</b> <ul style="list-style-type: none"> <li>• a clear space with enough room for each student to move freely with their arms stretched out to the side</li> <li>• music with a strong beat</li> <li>• a music player.</li> </ul> |

10 minutes

### Group formations

All students stand and perform arm reaches from side to side. Repeat eight times, keeping arms parallel to the floor (8 counts).

Both teams form two straight lines, facing each other. (8 counts).

Red team and Blue team then run in two opposing circles. Once students have circled once, all sit down (16 counts).

15 minutes

### Sport hero moment

Everyone sits in a circle and sets a rhythm in 4/4 time: pat, pat (1, 2) clap (3, 4). Be careful not to speed up or lose the rhythm.

For each set of 4 counts, ask one student to perform a sport hero action. That means four lucky students get time to shine!

The student creating the final shape or movement should consider what they want the audience to take away with them. Encourage them to think of it as the final seconds of a game before the siren sounds.

### Performance

Encourage students to perform the dance with musical accompaniment.