

Making in Dance: Sharing

Australian Curriculum: The Arts

Transcript of video 4 of 5

This video is available from <http://www.qcaa.qld.edu.au/arts-dance.html>

Australian Curriculum: The Arts is available from <http://www.qcaa.qld.edu.au/32902.html>

Facilitator: The technical skills in performing dance involve both control and accuracy. Most students can perform a movement fairly well, but to get it technical they really then have to hone in on that control and those skills of accuracy as well.

Get Your Head in the Game is about basketball players. In the movie this scene is all of the boys on the basketball courts and they're dancing. Can you just grab a ball, as if you've got a ball, your basketball? Can you bounce it on the floor? Bounce, bounce it to the other side. Put your feet together, tidy feet. And now shoot a goal - up, down.

So it goes, bounce, bounce, together, shoot, a goal. Bounce, bounce, together, shoot, a goal. And bounce and bounce and together shoot a goal. And bounce and bounce and together shoot a goal.

Have a look at my foot. I'm only using my right foot. Out, out, my right foot comes back together, shoot a goal. Right foot again, bounce, bounce, together shoot a goal.

To make it really effective you need to be able to control your body. Can you show me from here these pushes down? They go, push down, push down, foot together, push up. Have you got your middle fingers in? Remember that - quite uncomfortable. Could be shooting a goal but we're making it a little bit more accurate.

The expressive skills in dance are both focus and projection. These skills really help to tell a mood or to tell a story. So it's how the student projects out to an audience. How focused are they within themselves and focused also being on stage within a group?

Where do you need to focus if you're doing a performance, Connor?

Where do we need to focus in a performance?

Male: On the audience.

Facilitator: On the audience, exactly. So can we do it again? Can you imagine that you've got your audience? You're trying to look at the very back row. They want to see your focus as well. So your eyes are projecting all the way out to the people sitting in the back. Imagine that that went right out to the back fence. Can you imagine you can see through that wall? Eye line out, right beyond the wall behind me. Hands by your side.

Wrap it in and go. And finish. Tidy feet. Good. What sport was it?

Female: I think it was footie.

Facilitator: Football, yes, you're right. What were some of the elements they used?

Female: Kicking the footie.

Facilitator: Yes, so there was that sporting movement.

Female: Where they scrummed.

Facilitator: They did a scrum - was another footie movement.

Female: They high-fived each other.

Facilitator: What level was the high-five? Paige?

Female: It was high.

Facilitator: High level, good.

Female: I liked the start of it when they were running around in the circle. They were quite tight.

Facilitator: Was that locomotor movement or non-locomotor?

Female: Locomotor.

Facilitator: Yeah, because it was travelling. Good.