

Responding and interpreting Dance artworks

Australian Curriculum: The Arts

Transcript of video 5 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: Year 4s, we've already done a little bit of work looking at the dance of Aboriginal people. I'm going to get you to watch for me another short video. There's another animal in it. I'm not going to tell you what animal it is. Let's see if you can find out.

There are a few things that I want you to think about though when you're watching the video. I'd like you to have a look about - what's the story? What are they trying to tell us? I want you to have a look at the space that they're using. Is it in a theatre? Is it outside? Is it on grass? Is it in sand? Maybe have a think about why it might be performed there.

Have a look at what they're wearing and maybe why they're wearing that. I want you to have a look at the movements. Can you tell what animal it is? Or perhaps there's no animal. Maybe I'm tricking you. You'll have to find out.

Have a look at all those things. Look at the movement qualities. Is it really sharp and sudden or is it much more slow and lyrical like slow motion? They're all the things I want you to look at. Then we're going to have a sharing circle and we'll be able to discuss some of those things.

Viewpoints from the point of view of the audience is how the students respond to a piece of dance that they have just seen. This can occur within many different contexts. For example, it could be something that they've just seen their peers perform during task-work. It could be a social dance or it could be something that they've seen on stage from a professional company.

What animal do you think that that was about? Rebecca.

Female: A kangaroo.

Facilitator: Who agrees? How do we know that it was a kangaroo?

Female: Because there was hopping around like a kangaroo.

Facilitator: Hopping around like a kangaroo. Something else? Sarah.

Female: They had their hands up like this for ears.

Female: They were walking like - if they were grazing.

Facilitator: As if they were grazing, yeah, so it was a little bit slow, a little bit sleepy in some bits.

Female: They look like they're walking near a sandy area.

Facilitator: How could you tell that, Brooke?

Female: Because they were walking and hopping and their legs were drifting up in the air.

Facilitator: Good. What might that tell us then about where this particular clan group or family of Aboriginal people live?

Male: They live near the beach and the bush.

Facilitator: Yeah, so somewhere near the beach and bushland there as well. Good. We could tell that from the video, couldn't we?

Production elements help to tell the story or to set a mood. They can include things like lighting, sound, multimedia aids, costumes, props.

What about if we go right down to something called production elements? We know when we do a production at school we often use the stage area. We have costumes. What could you tell me about this dance?

Female: They had a little bit of costume.

Facilitator: What was that?

Female: With the paint and with the pants.

Facilitator: A little bit of paint and the pants. Good. Excellent. What do you think that paint might have been telling us? Joel.

Male: It's their way of showing that they're a special Aboriginal person.

Facilitator: So it might be identifying them as a family. Good. Year 4s, I want you to tell me now about some similarities and differences between our kangaroo dance and *Status Quo* that we just saw, the movie. What are some things that might have been different or might have been the same?

Female: They were both dancing and moving around.

Facilitator: They were both dancing and moving around, correct.

Female: For the kangaroo dance it was a culture dance. For the *High School Musical* dance it was a modern dance.

Facilitator: Absolutely.

Female: The costumes were very different. In the cultural dance there was paint and in the modern dance there was normal clothes.

Facilitator: Very good. Good observations.

When you're selecting an Aboriginal dance or a Torres Strait Islander dance it's important to firstly consult with your local community. If they don't have a dance that they're able to share with you, then they may be able to give you some sort of consultation of where you can access one.

You would need to consider that not all YouTube videos have permission to be there. You would have to make sure that the cultural group has been acknowledged as well as the location.

For some people some dances are taboo, for example, the *Shake a Leg* can be performed by the boys only.