Student booklet

Dancing poems

Year 4	The Arts — Dance
Name	

Work in pairs to create and perform your own dance using the poem as stimulus. You will also write about your dance and those of others.

Due date: .....

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Queensland Government
Department of Education, Training and the Arts

Queensland Studies Authority
Partnership and innovation

Section 1. Creating a dance from a poem

☐ Read the poem "My Shadow" by Robert Louis Stevenson.

☐ Each person is responsible for creating ideas for two of the stanzas.

My Shadow **Robert Louis Stevenson** (www.storyit.com/Classics/JustPoems/shadow.htm)	Name of person making up this section:
I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see. He is very, very like me from the heels up to the head; And I see him jump before me, when I jump into my bed.	
The funniest things about him is the way he likes to grow — Not at all like proper children, which is always very slow; For he sometimes shoots up taller like an India rubber ball, And he sometimes gets so little that there's none of him at all.	
He hasn't got a notion of how children ought to play, And can only make a fool of me in every sort of way. He stays so close beside me, he's a coward you can see; I'd think shame to stick to nursie as that shadow sticks to me!	
One morning, very early, before the sun was up, I rose and found the shining dew on every buttercup; But my lazy little shadow, like an arrant sleepy-head, Had stayed at home behind me and was fast asleep in bed.	

☐ Work with a partner to create a short movement sequence using the words of the poem.

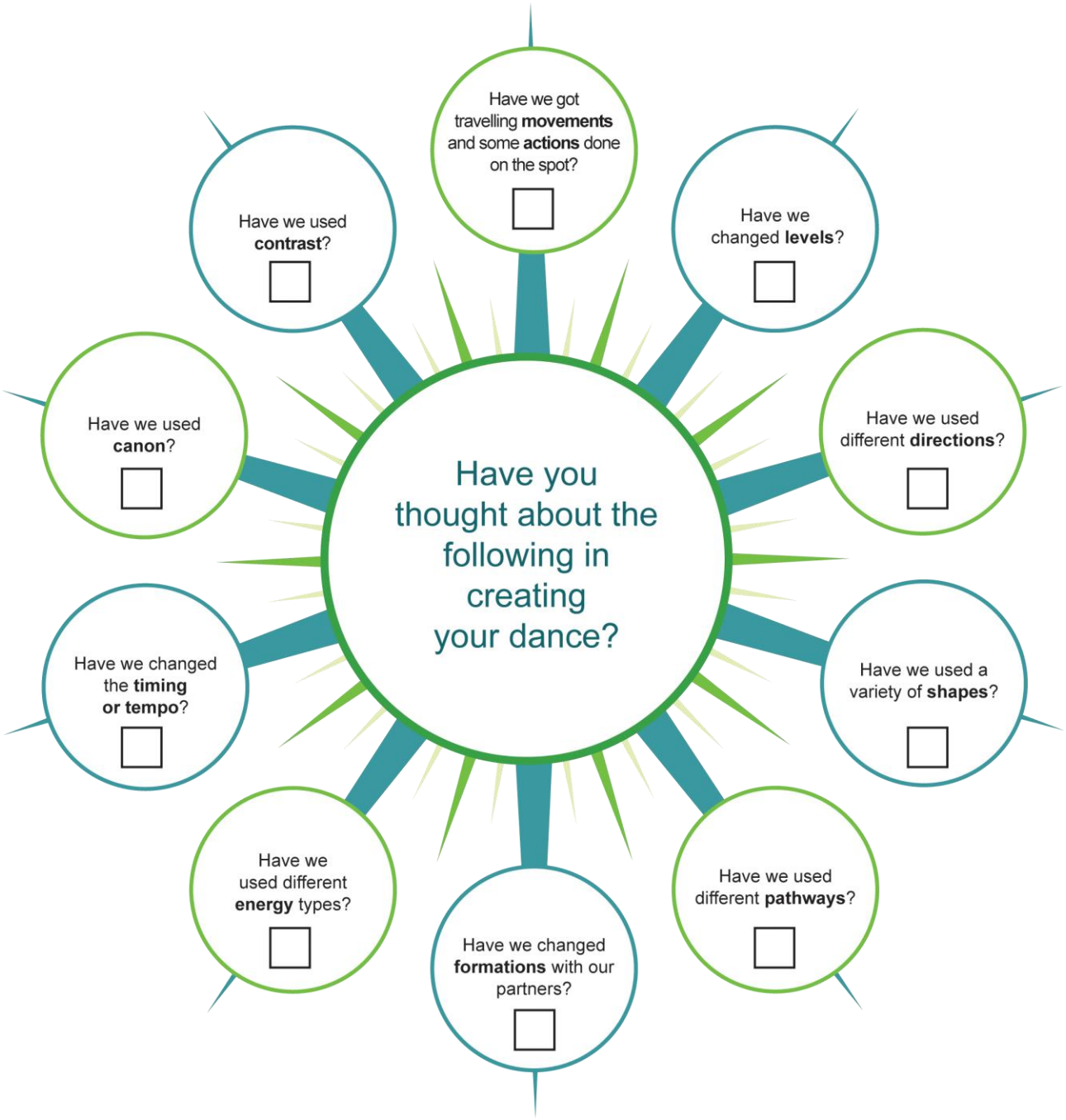
☐ Your entire dance should be about *30 seconds to one minute* in length.

☐ Use the guidelines for choreography to help you.

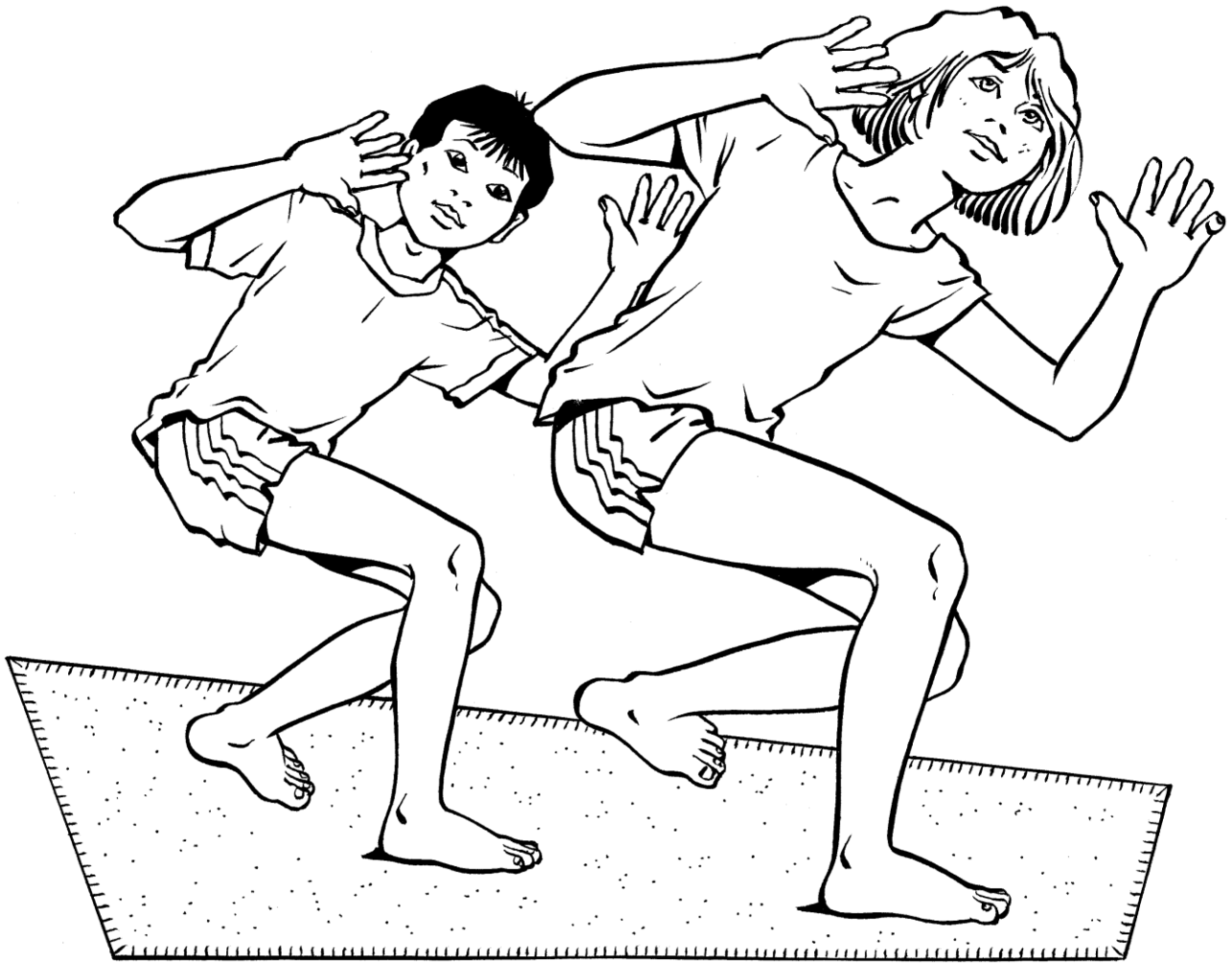


Guidelines for choreography

- Choose movements to suit the words of the poem.
- Tick off each box as you use each dance element.



- Ask another pair or your teacher to look at your sequence and give their feedback.



Section 2. Performing your poem dance

Rehearse

- Practise your sequence.
- Tick off each question and work to improve your performance.
- Ask your teacher or another pair to provide feedback comments as well.
- Rework your sequence as needed.

Performance Feedback

	Developed	Needs work	Teacher or another pair comments
Are your movements **linked** together without stopping unless a pause is planned?			
Are your movements **controlled** and **clear**?			
Do you **concentrate** when performing and not get distracted by others?			
Do you look (**focus**) out to the audience to **project** and express your ideas?			
Are you aware of your partner in the **space** and adjust to allow for their movements?			
Is there a **clear (and held) starting position** at the beginning of the dance?			
Is there a **clear (and held) finishing position** at the end of the dance?			

Perform your sequence for the class.

Section 3. Thinking about poem dances

Fill in this worksheet thinking about your dance and those of other people in the class.

Colour the number of stars to show how you felt about your dance. The more stars the happier you are!	
Describe a good example from your dance or someone else's that showed how movement clearly expressed an idea from the poem.	....
Highlight a dance element below and describe how you used it to make your dance appealing for the audience: Direction Level Shape Formation Pathways	....
What was the most difficult part of the poem to put into movement?	....

What improvements would you now make to your dance?	....
Is it possible to express a poem through dance rather than just reading it? Why can this be effective? (Or not?)	....
What have you learnt about dance by doing this activity?	....