

HS DANCE AND YOGA MODULE #1 Grey Courtney Scheu

Outcomes

Dance Stage 3: DAS3.1, DAS3.3, DAS3.7,

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.3.1, 4.3.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Arm phrase and introduction to improvisation

Performing

- Introduction from Courtney including acknowledgement of country and demonstration safe dance practice
- Perform yoga-based warm-up and breath exercise (pranayama) – balanced breath

Composition

- Improvise in response to natural elements as stimuli

Performing

- Listen to the music and prepare to respond
- Learn arm phrase choreography. Movement is meditative, considered and related to the individual and the environment
- Repeat and rehearse to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin
- Perform a yoga-based cool-down

Appreciation – Extension

- View AS and A Level Film Resource: *Hofesh Shechter's Political Mother* and discuss the ideas, feelings or mood communicated
- How did the use of the arms and hands help to convey meaning or intent?
- How would you describe the movement quality?
- How was the movement similar or different to Courtney's phrase?

Resources for extension

- Join Uncle Lyndon Davis for a Gubbi Gubbi/Kabi Kabi First Nations Welcome to Country (4:34 min)
<https://www.youtube.com/watch?v=LWxX8DGcSXo>
- Courtney's background and artistic practice
<https://www.courtneyscheu.com/>
- *Wind Song* by Riley Lee, Christina Leonard, Elena Kats-Chernin (4:54 min)
<https://www.youtube.com/watch?v=eGHBI7QLm0w>
- Yoga with Adriene Yoga for Complete Beginners - 20 Minute Home Yoga Workout (23:44 min)
<https://youtu.be/v7AYKMP6rOE>

Advanced

- AS and A Level Film Resource: *Hofesh Shechter's Political Mother* – material with a focus on the arms and hands (12:45 min) and additional resources
<https://www.youtube.com/watch?v=0-OiffUY5uQ>
<http://hofesh-media.s3-eu-west-1.amazonaws.com/cms/2014/03/07084727/Hofesh-Shechter-Alevel-pack.pdf>
<https://hofesh.co.uk/take-part/discover-more/>

HS DANCE AND YOGA MODULE #2 Maroon Courtney Scheu

Outcomes

Dance Stage 3: DA3.1, DAS3.3, DAS3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.3.1, 4.3.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Tree pose, crescent lunge and a dynamic locomotor contemporary dance phrase

Performing

- Demonstrate safe dance practice
- Perform yoga-based warm-up and breath exercise (pranayama) – short breath retention or kumbhaka
- Learn dynamic locomotor contemporary dance phrase moving into and out of the ground
- Repeat and rehearse to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin
- Perform a yoga-based cool-down

Appreciation – Extension

- Identify when Courtney’s phrase uses locomotor and non-locomotor movement
- View sections of Crystal Pite’s Ballet *Flight Pattern* and identify locomotor and non-locomotor movement
- View sections of Crystal Pite’s Ballet *Flight Pattern* and describe the use of the element of dance, RELATIONSHIPS. Identify when grouping (connected, apart; solo, duet, ensemble; formations/group shape), spatial relationships (over, under, around, side-by-side, supported, near, far), interaction between and sensitivity to other dancers (leading, following, mirroring, canon, parting) was used.
- What was Crystal Pite’s intent in creating this work?
- Discuss how RELATIONSHIPS help to convey intent?
- Discuss how the use of non-movement components such as costumes help to convey intent?
- How does the work make you feel?

Resources for extension

- Breath exercise (Pranayama)– Breath retention Kumbhaka
<https://theyogainstitute.org/full-breath-retention-kumbhaka-pranayama/>
- How to do Crescent Lunge | Anjaneyasana Tutorial with Briohny Smyth (1:05 min)
<https://youtu.be/zaongQIYTto>
- Locomotor and Non-locomotor Dance (2:57 min)
<https://youtu.be/c6HrrpSDIaE>
- Headspace – Resources for meditation and mindfulness
<https://www.headspace.com/meditation>
- Crystal Pite on her Ballet *Flight Pattern* (The Royal Ballet) (4:28 min)
<https://youtu.be/qPy9TesbS8w>

HS DANCE AND YOGA MODULE #3a Purple (Advanced) Courtney Scheu

Outcomes

Dance Stage 3: DAS3.1, DAS 3.3, DAS 3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.3.1, 4.3.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Arm strengthening, arm balances (including handstands) and a locomotive dance phrase focusing on articulation of the legs

Performing

- Demonstrate safe dance practice
- Perform yoga-based warm-up and breath exercise (pranayama) - extended exhale
- Perform arm balances and handstands building progressively from transfer of weight to weight bearing positions
- Learn locomotor contemporary dance phrase focusing on articulation of the legs
- Repeat and rehearse to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin
- Perform a yoga-based cool-down

Appreciation – Extension

- List three things that you learnt during the module
- Discuss how the dance phrase uses the element of DYNAMICS – release of energy including initiation points, weight/force/time (how is movement initiated or projected into space), qualities of movement (how is force used: sustained, percussive, suspended, swinging, collapsing, vibratory)
- Select a movement section shown in “Akram Khan – *What do artists do all day?*” Describe Akram Khan’s movement in terms of DYNAMICS?
- How does the use of DYNAMICS impact your experience of viewing the phrase? How does it change your reaction or interpretation of the phrase?

Resources for extension

- Breathing exercise (Pranayama) - Long Exhale
<http://toneyogastudio.com/the-long-exhale-and-viloma-pranayama/>
- Beginner Dance Floor Work | Basic Moves and Combo with @Miss Auti (12:00min)
<https://youtu.be/-jHrR8vy3OM>
- Handstands for beginners with Alivia D’Andrea (7:25 min)
<https://youtu.be/oLt5RXhch8E>
- Akram Khan – *What do artists do all day?* Part 1 (15:00 min), Part 2 (11:53 min)
<https://youtu.be/jGX7pwJPoRE>
https://youtu.be/l_WgLSvHdjI

HS DANCE AND YOGA MODULE #3b Blue Courtney Scheu

Outcomes

Dance Stage 3: DAS3.1, DAS3.2, DAS 3.3, DAS 3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Leg strengthening, transition to balance and a locomotive dance phrase focusing on articulation of the legs

Performing

- Demonstrate safe dance practice
- Perform a yoga-based warm-up including a breath exercise (pranayama) – extended exhale
- Learn and rehearse a contemporary dance phrase focusing on suspended, sustained movements

Composing

- Compose dance movements to extend the phrase with a suspended quality of movement

Performing

- Repeat and rehearse to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin
- Perform a yoga-based cool-down

Appreciation – Extension

- Describe how Courtney’s phrase used the element of SPACE – Levels, dimensions, directions and planes
- Describe how your phrase uses the element of SPACE
- Select a movement section shown in “Akram Khan – *What do artists do all day?*” Describe Akram Khan’s phrase uses the element of SPACE
- How can the use of SPACE impact your experience of a phrase? How does it change your reaction or interpretation of the phrase?

Resources for extension

- Breathing exercise (Pranayama) - Long Exhale
<http://toneyogastudio.com/the-long-exhale-and-viloma-pranayama/>
- Modern Dance Warm-up with Bernadette Alverio-Tonks (18:04 min)
<https://youtu.be/sjDJEuhpAPQ>
- Contemporary dance: Spinal warm-up with Carla Viljoen (21:29 min)
<https://youtu.be/855VxVA3Ru0>
- Dynamics: Qualities of Movement an excerpt from Dance Composition Basics 2nd Edition with Web Resource by Pamela Anderson Sofras
<https://us.humankinetics.com/blogs/excerpt/dynamics-qualities-of-movement>
- Akram Khan – *What do artists do all day?* Part 1(15:00 min), Part 2(11:53 min)
<https://youtu.be/jGX7pwJPoRE>
https://youtu.be/l_WgLSvHdjl

HS DANCE AND YOGA MODULE #4 Green Courtney Scheu

Outcomes

Dance Stage 3: DAS3.1, DAS 3.2, DAS3.3, DAS 3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Swinging twists, arm series for the median nerve, tree pose, choreographic exercise in response to an image

Performing

- Demonstrate safe dance practice
- Perform a yoga-based warm-up including a breath exercise (pranayama) – viloma 2

Composing

- Compose movement in response to image stimuli with a focus on abstraction and attention to detail

Performing

- Perform phrase to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin.
- Option of performing to different music or sound to observe changes to performance quality
- Perform yoga-based cool-down

Appreciation – Extension

- In a workbook, write or draw about the stimuli, the image visualised to represent your home space
- Write or draw to express your experience of dance composition. What was it like for you? What did you find interesting? Difficult? How did you express your ideas?
- Discuss with a buddy. How did they use movement and the elements of dance to express their ideas?
- Watch *Wayne MacGregor TED Global 2012*. Summarise Wayne MacGregor’s choreographic process. Identify the relationship between movement content and choreographic intent

Resources for extension

- Breathing exercise (Pranayama) – Viloma interrupted breath
<https://www.ekhartyoga.com/articles/practice/viloma-pranayama>
- Median Nerve – Glides or nerve flossing (6:00 min)
<https://www.youtube.com/watch?v=f0RHZ6bnhgx>
- Tree Pose – Yoga with Adriene (12:08 min)
<https://www.youtube.com/watch?v=yVE4XXFFO70>
- Wayne MacGregor TED Global 2012 – Introduction to physical thinking, proprioception, choreographic thinking, kinaesthetic intelligence, creation from stimuli (15:02 min)
https://www.ted.com/talks/wayne_mcgregor_a_choreographer_s_creative_process_in_real_time

HS DANCE AND YOGA MODULE #5 Yellow Courtney Scheu

Outcomes

Dance Stage 3: DAS3.1, DAS 3.2, DAS 3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Lying warm-up, looping improvisation exercise, choreographic exercise in response to wind as stimuli

Performing

- Demonstrate safe dance practice
- Perform a yoga-based warm-up including a breath exercise (pranayama) – nadi shodhana, alternate nostril breathing

Composing

- Improvisation exercise - repetitive loop
- Compose movement in response to wind as stimuli and initiating from different body parts. Focus on the quality and dynamic of each movement

Performing

- Rehearse and perform phrase to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin
- Perform yoga-based cool-down

Appreciation – Extension

- List how you use the element of dance TIME to enhance your portrayal of characteristics of the wind? E.g. accent, rhythmic patterns, stillness, tempo

Resources for extension

- Breathing exercise (Pranayama) Nadi Shonhana – Yoga with Adriene (10:57 min)
<https://www.youtube.com/watch?v=8VwufJrUhic>
- Reclined Twist – Yoga with Adriene (8:39 min)
<https://www.youtube.com/watch?v=mKC3leldPOc>
- What is wind? – Additional stimuli for dance composition process (3:44 min)
<https://study.com/academy/lesson/what-is-wind-definition-causes-properties-characteristics.html>

Advanced

- In rehearsal with Sol León and Paul Lightfoot (5:05 min)
<https://youtu.be/ekk2bb7EsEA>
- Emanuel Gat – Playing games: the choreographic process (4:48min)
<https://youtu.be/8mUtlKBbsPs>

HS DANCE AND YOGA MODULE #6 Aqua Courtney Scheu

Outcomes

Dance Stage 3: DAS3.1, DAS3.2, DAS3.3, DAS3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.1

PDHPE Stage 3: PD3-4, PD3-5, PD3-8, PD3-11

PDHPE Stage 4: PD4-4, PD4-5, PD4-8, PD4-11

Site-specific choreography

Performing

- Demonstrate safe dance practice
- Perform a yoga-based warm-up including a breath exercise (pranayama) – balanced breath

Composing

- Improvisation score
 - Movement in response to text read by Courtney
- Compose dance in response to image stimuli
 - Phrase A: Compose a movement phrase from the improvisation
 - Phrase B: Compose a phrase of locomotor movement
 - Learn Courtney's arm phrase
 - Phrase D: Manipulate Courtney's phrase
- Order the phrases to create a larger choreographic dance. Options of combinations:
 - A, B, (Binary form)
 - B, C, B (Ternary form)
 - A, B, A, C, A (Rondo form)
 - B, C, A, B, B (Repetition)

Performing

- Repeat and rehearse to *Wind Song* by Riley Lee, Christina Leonard and Elena Kats-Chernin
- Perform the phrase in a different site

Appreciation – Extension

- Describe, draw or write about the kinds of movements you performed when improvising? Where they familiar or unfamiliar to you?
- Describe your process of creating movement? (Exploration, improvisation, reflection, selection, refinement, analysis of a variety of stimuli)
- How did you choose to use choreographic form? How did this help you to convey meaning?

Resources for extension

- Full Body Stretch | Daily Routine for Flexibility, Mobility & Relaxation (15 min)
https://youtu.be/g_tea8ZNk5A
- Body Movements - Locomotor, non-locomotor, manipulative
<https://study.com/academy/lesson/components-of-body-movements-locomotor-nonlocomotor-manipulative.html>
- Thinking with the Body: Choreographic Thinking Tools | Wayne McGregor | Random Dance (5:31 min)
<https://youtu.be/bd1nZDMLRgM>

Advanced

- A rehearsal with Ohad Naharin (5:09 min)
https://youtu.be/FSXsV5mGB_8
- Improvisation workshop by NDT dancers Luca Tessarini and Nicole Ishimaru - ABN AMRO x NDT (18:55 min)
<https://www.youtube.com/watch?v=SqO3cn5ME0A>

