

## HS DANCE MODULE #1 The Sit Down Dance Amy Flannery

### Outcomes

**Dance Stage 2:** DAS2.1, DAS2.7

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

**Dance Stage 4:** 4.1.1, 4.1.2, 4.1.3, 4.4.1

**PDHPE Stage 2:** PD2-4, PD2-5, PD2-8, PD2-11

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

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

### The Sit Down Dance

#### Performing

- Acknowledgement of country
- Perform safe dance practice
- Learn warm-up and repeat with music – 5 min
- Learn choreography – 10 min  
*Choreographed by Amy and Jacob Williams for the 2019 Mooramilla Voices Girls. It is about the crane bird from the Macquarie Marshes and it was originally performed with a paper crane.*
- Rehearse and perform phrase to music composed by Alice Chance
- Perform cool-down – 5 min

#### Appreciation – Extension

- View *Macquarie Marshes – Waterbird breeding and migration*
- Identify similarities in the movement of waterbirds in the video and the movements choreographed by Amy and Jacob in the *Sit Down Dance*

#### Resources for extension

- More about Amy  
<https://www.dirtyfeet.com.au/amy-flannery>
- Interview with Amy about her experience in The Australian Ballet's Dance Education Cadetship  
<https://naisda.com.au/2019/12/04/amy-flannery-australian-ballet/>
- Music composed by Alice Chance  
<http://alicechance.com/>
- Alice Chance – Composer and Eurovision Juror  
<https://www.abc.net.au/radionational/programs/musicshow/alice-chance-composer-and-eurovision-juror/11115052>
- The Macquarie Marshes Wetlands – (7:20 min)  
<https://youtu.be/hPWocGuaCp4>
- Macquarie Marshes – Waterbird breeding and migration (2:56 min)  
<https://www.environment.nsw.gov.au/news/macquarie-marshes-colonial-waterbird-breeding-of-summer-2016-17>
- Safe Dance Practice  
<https://www.open.edu/openlearn/education/dance-skills/content-section-1.1>
- The importance of sit-down dances in Torres Strait Islander cultures:  
<https://bangarra-knowledgeground.com.au/productions/turtle/cultural-consultant-peggy-misi-discusses-the-importance-of-sit-down-dances-in-torres-strait-island-culture>
- Information regarding contemporary Indigenous dance theatre can be found on pages 4-8 of Bangarra Dance Theatre Study Guides:  
<https://www.bangarra.com.au/learning/resources/study-guides/>
- Queensland Ballet Dreaming Teachers Resource Kit which provides ways to embed Aboriginal and Torres Strait Islander perspectives and pedagogies into the school curriculum:  
<https://www.queenslandballet.com.au/uploads/QB-Education-Dreaming-Teachers-Resource-Kit.pdf>

## HS DANCE MODULE #2 Tremendous Trees Amy Flannery

### Outcomes

**Dance Stage 2:** DAS2.1, DAS2.2, DAS2.7

**Dance Stage 3:** DAS3.1, DAS3.2, 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 2:** PD2-4, PD2-5, PD2-8, PD2-11

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

**PDHPE Stage: 4**

Tremendous Trees

### Performing

- Acknowledgement of country
- Perform safe dance practice
- Perform warm-up – 5 min

### Composing

- Compose dance in response to trees as stimuli – 5 min
- Learn choreography based on red river gums, add to phrase from Module 1 – 10 min
- Rehearse and perform phrase to music composed by Alice Chance

### Performing

- Perform cool-down as in Module 1 – 5min

### Appreciation – Extension

- View Crystal Pite's *The Seasons' Canon (Autumn)* and write a description of the dance
- Discuss your interpretation
- How does the movement and choreographic devices convey the season autumn?
- Discuss how the non-movement components contribute to conveying this intent
- How does this section of movement make you feel? Why?

### Resources for Extension

- Full Body Stretch – Dance warm-up with DJ Raphi (5:50 min)  
<https://youtu.be/EYDDtTJ6TtQ>
- Cool Down – Quick Stretching Routine with Fitty Kid (4:46 min)  
<https://youtu.be/79TAxhvu0M8>
- Crystal Pite's *The Seasons' Canon (Autumn)*  
<https://youtu.be/GW7uORb9H8c>
- Lesson plan ideas for dance  
<https://danceteachingideas.com/free-dance-lesson-plan-ideas/>

## HS DANCE MODULE #3 Revising Amy Flannery

### Outcomes

**Dance Stage 2:** DAS2.1, DAS 2.7

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

**Dance Stage 4:** 4.1.1, 4.1.2, 4.1.3, 4.4.1

**PDHPE Stage 2:** PD2-4, PD2-5, PD2-8, PD2-11

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

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

Revising

### Performing

- Acknowledgement of country
- Perform safe dance practice
- Warm-up as in Module 1 – 5 min
- Revise choreography from Module 1 and Module 2 – 5 min  
Learn standing version of the *Sit Down Dance* – 5 min
- Rehearse and perform phrase to music composed by Alice Chance
- Cool-down – 5 min

### Appreciation - Extension

- Draw or write in your workbook to express your experience of the movement phrase
- Discuss how repeating the movement phrase helped you to become aware of details (e.g. use of stillness, focus, body line and shape, accents, rhythmic emphasis)?
- List new details you discovered during this module?
- How does connecting to the music impact your performance?

### Resources for extension

- One More Time: Repetition in dance  
<https://www.focusondance.com.au/one-more-time-repetition-is-a-good-thing/>
- Repetition in dance: Mindbending, mesmerising or just plain maddening?  
<https://www.theguardian.com/stage/dance-blog/2014/may/30/repetition-in-dance-mindbending-mesmerising-maddening>
- HSC Dance Repetition  
<https://sites.google.com/education.nsw.gov.au/hscdance/core-composition-part-2/repetition>
- Lesson plan ideas for dance  
<https://danceteachingideas.com/free-dance-lesson-plan-ideas/>

## HS DANCE MODULE #4 Wonderful Words Amy Flannery

### Outcomes

**Dance Stage 2:** DAS2.1, DAS2.2, DAS2.7

**Dance Stage 3:** DAS3.1, DAS3.2, 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 2:** PD2-4, PD2-5, PD2-8, PD2-11

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

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

### Wonderful Words

#### Performing

- Acknowledgement of country
- Perform safe dance practice
- Perform warm-up – 5min

#### Composing

- Dance composition – 5 min
  - AMAZING – writing the word with different body parts to stimulate movement
  - Write the word in front with the hand
  - Write the word on the ground with the foot
  - Write MOORABILLA with the nose from a high level to a low level
- Learn choreography– 5 min
  - Write the word AMAZING with different body parts as taught by Amy to add onto the cumulative dance, moving from a low level to a high level

#### Performing

- Rehearse and perform phrase to music composed by Alice Chance
- Cool-down as in Module 1 – 5min

#### Resources for extension

- Warm-up - Modern Dance Moves Les Mills BORN TO MOVE (3:23 min)  
[https://youtu.be/4iZPv7GY\\_dc](https://youtu.be/4iZPv7GY_dc)
- Ideas for Dance Composition  
<https://www.contemporary-dance.org/ideas-for-dance-composition.html>
- Lesson plan ideas for dance  
<https://danceteachingideas.com/free-dance-lesson-plan-ideas/>

## HS DANCE MODULE #5 Bodies of Water Amy Flannery

### Outcomes

**Dance Stage 2:** DAS2.1, DAS2.2, DAS2.7

**Dance Stage 3:** DAS3.1, DAS3.2, 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 2:** PD2-4, PD2-5, PD2-8, PD2-11

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

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

### Bodies of Water

#### Performing

- Acknowledgement of country
- Perform safe dance practice
- Perform warm-up as in Module 1 – 5 min
- Learn choreography including cleansing and replenishing water motifs – 15 min  
Learn movements created in response to rivers (trace, scoop, circle, flick), oceans (wave, brush, trace) and rain (fall, replenish the earth, splash)
- Add new material to the cumulative phrase
- Rehearse and perform phrase to music composed by Alice Chance
- Cool-down as in Module 1 – 5 min

#### Appreciation – Extension

- Discuss how the movements in Alvin Ailey's *The River* and Loie Fuller inspired *Water* represent the different characteristics of the movement of water. What is the dance genre and style of each?
- Describe the qualities of movement and elements of dance used
- Describe the non-dance components used and how they enhance the meaning and context
- How does this excerpt make you feel?
- Do you agree or disagree with the below quote from *The New York Times*? Why?  
*By turns muscular and lyrical, 'The River' is a sweeping full-company work that suggests tumbling rapids and meandering streams on a journey to the sea. Ailey's allegory of birth, life and rebirth abounds with water references, from the spinning "Vortex" solo to the romantic "Lake" duet, and from the powerful "Falls" quartet to the joyful "Giggling Rapids." The choreography demonstrates Ailey's admiration for classical ballet, but retains the modern and jazz influences found in all his work. "'The River' shows Mr. Ailey at his inventive best," declared The New York Times.*

#### Resources for extension

- Elements of Dance – KQED Arts (4:14 min)  
<https://youtu.be/UGuD9Geeb2k>
- Loie Fuller (dance pioneer) inspired *Water* section of *Dance of the Elements* as an example of use of “water” as stimuli by Jody Sperling (2:27 min)  
<https://youtu.be/TQTQ- kw8pg>
- Alvin Ailey's *The River* as an example of use of “water” as stimuli (6:40 min)  
<https://youtu.be/iDyfWg4PRFY>
- Lesson plan ideas for dance  
<https://danceteachingideas.com/free-dance-lesson-plan-ideas/>

## HS DANCE MODULE #6 Final Dance Amy Flannery

### Outcomes

**Dance Stage 2:** DAS2.1, DAS2.2, DAS2.7

**Dance Stage 3:** DAS3.1, DAS3.2, 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 2:** PD2-4, PD2-5, PD2-8, PD2-11

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

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

### Final Dance

#### Performing

- Acknowledgement of country
- Perform safe dance practice
- Perform warm-up as in Module 1 – 5 min
- Revise choreography of cumulative dance – 10 min
  - Order of dance
    - Sit Down Dance
    - Tremendous trees based on red river gums
    - Tree 1, Tree 2, Tree 3, Tree 4, pivoting tree
    - Sit Down Dance – transition brush and brush hand movements
    - AMAZING spelt with different body parts
    - MAGIC spelt with different body parts
    - AMAZING repeat
    - Bodies of water – river, ocean, rain including cleansing and replenishing motifs
    - Standing sit down phrase
    - Conclusion – grow as a tree, open fingers, cross legs, and swipe arms across chest and forehead, sit and tuck in leaves
- Perform dance to music composed by Alice Chance
- Perform cool-down as in Module 1 – 5 min

#### Appreciation – Extension

- List three things that you have learnt across the six modules with Amy
- Create a reflective piece of writing on your experience of composing dance

#### Resources for extension

- Dance warm-up and stretches with Miss Auti (10:15 min)  
<https://youtu.be/PmlKrzDvJHs>
- Lesson plan ideas for dance  
<https://danceteachingideas.com/free-dance-lesson-plan-ideas/>
- Bangarra Dance Theatre – Terrain (2012) exploring Lake Eyre. *Terrain* explores the fundamental connection between Aboriginal people and land – how we treat our land, how we understand its spirit, and how we regard its future.  
<https://www.bangarra.com.au/learning/resources/eresources/terrain/>
- Bangarra Dance Theatre – Brolga (2001) The dance Brolga illustrates the concepts of ceremony, connection and transformation between a human spirit and the spirit of a creature.  
<https://www.bangarra.com.au/learning/resources/eresources/brolga/>