

## CHARLESTON MODULE #1

Choreography and instruction provided by Jacob Williams

Music composed by Andrew Howes

### Outcomes

**Dance Stage 2:** DAS 2.1, DAS2.3, DAS 2.7

**Dance Stage 3:** DAS 3.1, DAS 3.3, DAS 3.7

**Dance Stage 4:** 4.1.1, 4.1.2, 4.1.3, 4.3.1, 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

### Performing

- Perform safe dance practice
- Learn warm-up and perform with music – 7 min
- Perform mirroring exercise – 2 min
- Cultural and historic explanation of the Charleston style within the genre of Swing Dance.
- Learn, rehearse, and perform choreography – 15 min  
*Choreographed by Jacob Williams and inspired by 1920s Charleston and the musical theatre dance genre.*
- Perform cool-down – 5 min

### Appreciating – Extension

- View *Evolution of Dance*
- Select your favourite dance genre/style performed in the video and explain why it is your favourite. To support your explanation, describe key elements of dance (such as use of shapes, energy, levels and movement qualities) and the music used (such as what instruments were used and the effect this has on the movements composed/performed).

### Resources for extension

- Evolution of dance  
<https://www.youtube.com/watch?v=0n-bVfI8vOc>
- 1920s American historical context  
[https://www.youtube.com/watch?v=ud\\_xU3wit-8](https://www.youtube.com/watch?v=ud_xU3wit-8)
- History of Swing Dance  
<https://theswingdancecompany.co.uk/history/>  
<https://dance-america.com/swing-dance-history-83.html>  
<https://www.centralhome.com/ballroomcountry/swing.htm>
- History of Swing Dance in Australia  
<https://www.youtube.com/watch?v=MnZzdKvfrlY>
- History of Charleston dance  
<https://chstoday.6amcity.com/history-of-the-charleston-dance/>  
<https://secretsofsolo.com/2020/08/the-history-of-the-charleston-dance/>
- Warm-up  
<https://www.youtube.com/watch?v=JcnM26EesXM>
- Cool-down  
<https://www.youtube.com/watch?v=VULt--bcWd0>
- Safe Dance Practice  
<https://www.open.edu/openlearn/education/dance-skills/content-section-1.1>

## CHARLESTON MODULE #2

Choreography and instruction provided by Jacob Williams

Music composed by Andrew Howes

### Outcomes

**Dance Stage 2:** DAS 2.1, DAS2.3, DAS 2.7

**Dance Stage 3:** DAS 3.1, DAS 3.3, DAS 3.7

**Dance Stage 4:** 4.1.1, 4.1.2, 4.1.3, 4.3.1, 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

### Performing

- Perform safe dance practice
- Learn warm-up and perform with music – 6 min
- Revise Charleston choreography learnt from Module #1 and perform to music – 3 min
- Learn, rehearse, and perform Charleston choreography – 15 min  
*Choreographed by Jacob Williams and inspired by 1920s Charleston and the musical theatre dance genre.*
- Perform cool-down – 5 min

### Appreciating – Extension

- As a class, discuss different reasons why people dance (for example, for entertainment, to celebrate occasions, for fun and enjoyment, etc.) and the different locations dance may be performed (in a theatre, at a wedding, at club, etc.)
- Discuss the social, cultural, and historical context of the Charleston dance genre, referring to the extension resources in Module #1
- Watch *Examples of Charleston being adapted into a contemporary context* and *Footage of Charleston being performed in 1920s* videos. Using the elements of dance (space, time, and dynamics), how the movements and relationships between the performers in the videos differ to each other. Discuss what may have influenced these differences.

### Resources for extension

- Examples of 1920s Charleston music  
<https://www.youtube.com/watch?v=9XmjimNxSCNs>
- Footage of Charleston being performed in 1920s  
<https://www.youtube.com/watch?v=jEH6eDpjgRw>  
<https://www.youtube.com/watch?v=P96axzkWnNY>  
<https://www.youtube.com/watch?v=psch9N4PmO4>
- Example of Charleston being adapted into a contemporary context:  
<https://www.youtube.com/watch?v=Tqjl4nRSorM>
- How to perform the Charleston movements  
[https://www.youtube.com/watch?v=W\\_g8rZHJEEY](https://www.youtube.com/watch?v=W_g8rZHJEEY)  
<https://www.youtube.com/watch?v=Xqxsslzcs2Y>  
<https://www.youtube.com/watch?v=Z0oHxyensok>
- The dancing flappers  
<https://www.history.com/news/flappers-roaring-20s-women-empowerment>  
<https://www.youtube.com/watch?v=QeglgnaRTH4>
- Warm-up  
<https://www.youtube.com/watch?v=KnF12nKwPQI>
- Cool-down  
<https://www.youtube.com/watch?v=NNkH4vDaVlo>
- Elements of Dance – KQED Arts (4:14 min)  
<https://youtu.be/UGuD9Geeb2k>

### **CHARLESTON MODULE #3**

Choreography and instruction provided by Jacob Williams

Music composed by Andrew Howes

#### **Outcomes**

**Dance Stage 2:** DAS 2.1, DAS 2.7

**Dance Stage 3:** DAS 3.1, 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

#### **Performing**

- Perform safe dance practice
- Learn warm-up and perform with music – 8 min
- Revise Charleston choreography learnt from Modules #1-2 and perform to music – 3 min
- Learn, rehearse, and perform Charleston choreography – 15 min  
*Choreographed by Jacob Williams and inspired by 1920s Charleston and the musical theatre dance genre.*
- Perform cool-down – 5 min

#### **Resources for extension**

- Warm-up  
[https://www.youtube.com/watch?v=aW\\_JqSK-CgY](https://www.youtube.com/watch?v=aW_JqSK-CgY)
- Facts about stretching  
<https://www.healthline.com/health/fitness-exercise-stretching#common-beliefs>
- Introduction to the muscular system  
<https://www.youtube.com/watch?v=OSsntU6sTWI>
- How to perform the Charleston movement:  
[https://www.youtube.com/watch?v=W\\_g8rZHJEEY](https://www.youtube.com/watch?v=W_g8rZHJEEY)  
<https://www.youtube.com/watch?v=Xqxsslzcs2Y>  
<https://www.youtube.com/watch?v=Z0oHxyensok>

## CHARLESTON MODULE #4

Choreography and instruction provided by Jacob Williams

Music composed by Andrew Howes

### Outcomes

**Dance Stage 2:** DAS 2.1, DAS 2.2, DAS 2.3, DAS 2.7

**Dance Stage 3:** DAS 3.1, DAS 3.2, DAS 3.3, DAS 3.7

**Dance Stage 4:** 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.3.1, 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

### Performing

- Perform safe dance practice
- Learn warm-up and perform with music – 5 min
- Revise Charleston choreography learnt from Modules #1-3 and perform to music – 5 min
- Learn, rehearse, and perform Charleston choreography – 13 min  
*Choreographed by Jacob Williams and inspired by 1920s Charleston and the musical theatre dance genre.*
- Perform cool-down – 5 min

### Composing - Extension

- Individually or in pairs, select your favourite three movements from the Charleston choreography
- Select an order to structure these three movements and rehearse these to become Phrase One, repeating each movement twice
- Create Phrase Two by:
  - Changing the direction that you perform the first movement
  - Changing the dimension (size – big or small) that you perform the second movement
  - Changing the level (low, medium, or high) that you perform the third movement
- Join with another individual or pair and learn each other's phrases
- Create a group formation to perform one pair's Phrase One and Two (straight line across or diagonal, square, circle, etc.)
- Create a different group formation to perform the other pair's Phrases One and Two
- Create a short locomotor (travelling) phrase over eight counts to transition between group formations (this may include hops, skipping, marching, running, etc.)
- Create a group pose to conclude your composition
- Combine all three sections together to create a short composition in ternary form (ABA)
- Rehearse and perform for each other

### Appreciating – Extension

- After performing the Charleston choreography for each other, evaluate your own and your classmates' use of technical and expressive skills, noting two things they did well and one thing they could improve
- After observing each other's' compositions, compare how you and your classmates have used the elements of dance to manipulate existing Charleston movements to create new compositions

### Resources for extension

- Technical and expressive skills  
<https://www.open.edu/openlearn/education/dance-skills/content-section-4>  
<https://www.deyeshigh.co.uk/wp-content/uploads/2019/09/Y11-Dance-Component-2-Expressive-skills.pdf>
- Exercises to improve performance skills  
<https://shannondoolingdances.com/2020/02/24/danceperformanceskill/>
- Warm-up

- <https://www.youtube.com/watch?v=uqLNxJe4L2I>
- Cool-down  
<https://www.youtube.com/watch?v=NNkH4vDaVlo>

## BALLET / CONTEMPORARY MODULE #1

Choreography and instruction provided by Jacob Williams

Music composed by Andrew Howes

### Outcomes

**Dance Stage 2:** DAS 2.1, DAS2.3, DAS 2.7

**Dance Stage 3:** DAS 3.1, 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 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

### Performing

- Perform safe dance practice
- Perform mirroring exercise – 2 min
- Cultural and historic explanation of the ballet genre and its key characteristics
- Learn and perform ballet port de bras (arms) exercise with music – 5 min
- Cultural and historic explanation of the contemporary dance genre and its key characteristics, in comparison to ballet
- Learn and perform contemporary dance arm swing exercise with music – 6 min
- Learn and perform cool-down with music – 4 min

### Appreciating – Extension

- View *Swan Lake – Dance of the cygnets (The Royal Ballet)* and *Swan Lake - Great Chinese State Circus* videos
- Compare and contrast how the two choreographers have used the elements of dance (space, time, and dynamics), relationships (between the performers) and non-movement components (set, lighting, costumes, and music). What ideas do you think the choreographers are trying to express through their choices of movement and non-movement components, and how? For example, are they portraying particular animals, and if so, how?

### Resources for extension

- Explanation of culture  
<https://kids.britannica.com/kids/article/culture/399913>  
<https://study.com/academy/lesson/culture-definition-lesson-for-kids.html>
- History of Ballet  
<https://www.pbt.org/learn-and-engage/resources-audience-members/ballet-101/brief-history-ballet/>  
<https://australianballet.com.au/ballet-101/short-history-of-ballet>  
<https://www.youtube.com/watch?v=OEekFTj5PvU>  
<https://www.youtube.com/watch?v=-EjfGgvslDM>
- French Aristocrats and Nobility  
<https://www.discoverwalks.com/blog/paris/the-nobility-and-aristocrats-of-france/>
- Defining Contemporary Dance  
<https://theconversation.com/explainer-what-is-contemporary-dance-25713>  
[https://www.dancemagazine.com/modern\\_vs\\_contemporary-2306900829.html](https://www.dancemagazine.com/modern_vs_contemporary-2306900829.html)  
<https://www.progressivedancestudio.com/beginners-guide-to-contemporary-dance/>  
<http://www.thedancemovement.co.uk/blog/what-is-contemporary-dance>
- Swan Lake – Dance of the cygnets (The Royal Ballet)  
<https://www.youtube.com/watch?v=0GsajWIF3ws>
- Swan Lake - Great Chinese State Circus  
<https://www.youtube.com/watch?v=UHM7AvhK82E>
- Elements of Dance – KQED Arts  
<https://youtu.be/UGuD9Geeb2k>

## BALLET / CONTEMPORARY MODULE #2

Choreography and instruction provided by Jacob Williams

Music composed by Andrew Howes

### Outcomes

**Dance Stage 2:** DAS 2.1, DAS2.2, DAS2.3, DAS 2.7

**Dance Stage 3:** DAS 3.1, 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 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

### Performing

- Perform safe dance practice
- Learn and perform ballet plié (legs) exercise with music – 8 min
- Learn and perform ballet petit allegro (small jump) exercise with music – 3 min
- Learn and perform contemporary small jump exercise with music – 5 min
- Revise and perform cool-down with music – 3 min

### Composing – Extension

- View the *Swan Lake: A beginner's guide - Ballet Mime (The Royal Ballet)* and *Insight: Ballet glossary – mime* videos.
- In pairs, research or write a scene which involves two characters verbally communicating to each other.
- In pairs, explore ways to substitute the verbal communication (script) with mimes and movements. Consider how shapes, levels, dimensions (size), direction, energy, and movement qualities may be used to convey emotion, and how each character's positioning in the space can help communicate the relationship between them.

### Appreciating – Extension

- While observing each other's compositions, write down what you think your classmates are trying to communicate through movements. Afterwards, ask the performing students to read their script aloud. As a class, discuss what the students observing interpreted and how this may have differed to the composing students' choreographic intent. Consider this with regards to how the elements of dance were used to communicate ideas, feelings, and experiences.

### Resources for extension

- Five feet and arm positions of ballet  
<https://blog.balletaz.org/ballet-101-the-5-basic-positions/>  
<https://historyofdances.weebly.com/ballet-basics.html>
- Ballet - plié  
<https://www.youtube.com/watch?v=TafEj7QtGVM>
- Ballet petit and grand allegro  
<https://www.zarely.co/blogs/dancers-blog/types-of-ballet-jumps>  
<https://www.youtube.com/watch?v=cvrPLx3z7bY>  
<https://www.youtube.com/watch?v=Xd2nTXsivHs>
- Swan Lake: A beginner's guide - Ballet Mime (The Royal Ballet)  
<https://www.youtube.com/watch?v=2UtQAoLVu2A>
- Insight: Ballet glossary – mime  
<https://www.youtube.com/watch?v=WaZnAyXsX4k>