

DINEWAN NESTING (EMU NESTING) MODULE #1

Choreography and instruction provided by Neville Williams Boney

Music composed by Kevin Barker

Outcomes

Dance Stage 3: DAS3.1, DAS3.7

Dance Stage 4: 4.1.1, 4.1.2, 4.1.3, 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

Performing

- Introduction and acknowledgement of country
- Perform safe dance practice
- Explanation of how dance connects to culture, and how this module incorporates Aboriginal movements and perspectives
- Learn warm-up and perform with music – 5 min
- Learn, rehearse, and perform choreography – 9 min
Choreographed by Neville Williams Boney, inspired by movements and characteristics of emus.
- Perform cool-down with music – 3 min

Resources for extension

- 1932 Emu War
<https://www.youtube.com/watch?v=5lbO2BnV3Ak>
- About Kevin Barker and Neville Williams Boney
<https://moorambilla.com/about-us/artistic-team/>
- A range of resources which explore Bangarra Dance Theatre's work *Brolga* which incorporate movements which were derived from brolgas:
<https://www.bangarra.com.au/learning/resources/classroom-resources/brolga/>
- Information regarding contemporary Indigenous dance theatre can be found on pages 4-8 of Bangarra Dance Theatre's Study Guides (free upon request):
<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>
- FOR TEACHERS: Safe Dance Practice
<https://www.open.edu/openlearn/education/dance-skills/content-section-1.1>

DINEWAN NESTING (EMU NESTING) MODULE #2

Choreography and instruction provided by Neville Williams Boney

Music composed by Kevin Barker

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, 4.3.1, 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

Performing

- Introduction and acknowledgement of country
- Perform safe dance practice
- Perform warm-up with music – 3 min
- Learn and rehearse choreography – 10 min
Choreographed by Neville Williams Boney, inspired by movements and characteristics of emus.
- Perform choreography from Modules #1-2 with music – 2 min
- Perform cool-down with music – 2 min

Composing – Extension

- Research the animal – emu – and identify any facts or characteristics you find interesting about them and explain why you find these interesting. This may include describing their appearance, lifecycle, behaviour, movements, etc.
- Identify how these facts and characteristics may affect your choices regarding the elements of dance (for example, your use of shapes, levels, dimension/size, movement qualities, energy, etc.).
- Create a short phrase using both your facts/characteristics (literal) and notes on the elements of dance (abstract).

Appreciating – Extension

- Using the elements of dance, describe similarities in the movements you created, your classmates created, and the movements in Neville Boney's choreography. Explain how these movements helped to communicate the concept.

Resources for extension

- Information regarding emus
<https://www.youtube.com/watch?v=L4l8LYR4e1o>
<https://www.youtube.com/watch?v=xRC1rnnFnPE>
<https://www.birdlife.org.au/bird-profile/emu>
https://www.wildlife.vic.gov.au/_data/assets/pdf_file/0025/91384/Emu.pdf
<https://www.bushheritage.org.au/species/emu>
- Elements of Dance – KQED Arts
<https://youtu.be/UGuD9Geeb2k>
- A range of resources which explore Bangarra Dance Theatre's work *Brolga* which incorporate movements which were derived from brolgas:
<https://www.bangarra.com.au/learning/resources/classroom-resources/brolga/>
- Information regarding contemporary Indigenous dance theatre can be found on pages 4-8 of Bangarra Dance Theatre's Study Guides (free upon request):
<https://www.bangarra.com.au/learning/resources/study-guides/>
- Alternative warm-up
<https://www.youtube.com/watch?v=JcnM26EesXM>
- Alternative cool-down and stretch
<https://www.youtube.com/watch?v=VULt--bcWd0>

DINEWAN NESTING (EMU NESTING) MODULE #3

Choreography and instruction provided by Neville Williams Boney

Music composed by Kevin Barker

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, 4.3.1, 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

Performing

- Introduction and acknowledgement of country
- Perform safe dance practice
- Perform warm-up with music – 3 min
- Learn and rehearse choreography – 8 min
Choreographed by Neville Williams Boney inspired by movements and characteristics of emus.
- Perform choreography from Modules #1-3 with music – 4 min
- Perform cool-down with music – 2 min

Composing – Extension

- Revise your own choreographic phrase from the module #2 extension task.
- Join with a classmate and teach each other your choreographic phrases.
- Use the element of construction, repetition, to repeat the combined phrase so that you perform it four times.
- Adapt each repetition of your combined phrase using the following elements of dance and choreographic devices:
 - Dimension (size)
 - Level
 - Movement qualities (try performing the whole phrase percussively or smoothly)
 - Retrograde (perform the phrase in reverse)
- More advanced students may like to use multiple choreographic devices and elements of dance to adapt each repetition of their combined phrase.

Appreciating – Extension

- Create a reflective piece of writing on your experience of composing dance.
- As a class, discuss how adapting (abstracting) your original phrase may affect how your choreography is interpreted by audience members.
- As a class, debate the following statement:
“A dance work is only successful if the audience is able to understand the choreographer’s choreographic intent.”

Resources for extension

- One More Time: Repetition in dance
<https://www.focusondance.com.au/one-more-time-repetition-is-a-good-thing/>
- HSC Dance Repetition
<https://sites.google.com/education.nsw.gov.au/hscdance/core-composition-part-2/repetition>
- Ideas for Dance Composition
<https://www.contemporary-dance.org/ideas-for-dance-composition.html>

DINEWAN NESTING (EMU NESTING) MODULE #4

Choreography and instruction provided by Neville Williams Boney

Music composed by Kevin Barker

Outcomes

Dance Stage 3: DAS3.1, 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

Performing

- Introduction and acknowledgement of country
- Perform safe dance practice
- Perform warm-up with music – 3 min
- Explanation of how the Dinewan (emu) came to be in the sky and how the land was formed
- Learn and rehearse Aboriginal footwork techniques – 2 min
- Learn and rehearse choreography – 4 min
Choreographed by Neville Williams Boney inspired by movements and characteristics of emus and incorporating Aboriginal footwork techniques
- Perform choreography from Modules #1-4 with music – 6 min
- Perform cool-down with music – 2 min

Appreciating – 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.
- Discuss how refining your movement can help communicate the intent of the choreography.
- How does connecting to the music impact your performance?

Resources for extension

- Information regarding the emu in the sky
<https://www.youtube.com/watch?v=LzFYFutiwoA>
<https://www.youtube.com/watch?v=0xqZggtC4lo>
<http://www.aboriginalastronomy.com.au/content/community/kamilaroi/>
- Aboriginal footwork techniques
<https://www.nytimes.com/2019/01/09/arts/dance/mariaa-randall-first-nations-dialogues.html>
- A range of resources which explore Bangarra Dance Theatre's work *Brolga* which incorporate movements which were derived from brolgas:
<https://www.bangarra.com.au/learning/resources/classroom-resources/brolga/>
- Information regarding contemporary Indigenous dance theatre can be found on pages 4-8 of Bangarra Dance Theatre's Study Guides (free upon request):
<https://www.bangarra.com.au/learning/resources/study-guides/>
- Alternative warm-up
<https://www.youtube.com/watch?v=KnF12nKwPQI>
- Alternative cool-down and stretch
<https://www.youtube.com/watch?v=NNkH4vDaVlo>

DINEWAN NESTING (EMU NESTING) MODULE #5

Choreography and instruction provided by Neville Williams Boney

Music composed by Kevin Barker

Outcomes

Dance Stage 3: DAS3.1, 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

Performing

- Introduction and acknowledgement of country
- Learn Australian native animal dances in an Aboriginal context including the kangaroo, echidna, fish and snake – 3 min
- Perform safe dance practice
- Perform warm-up with music – 3 min
- Learn and rehearse choreography – 6 min
Choreographed by Neville Williams Boney. Inspired by movements and characteristics of Australian native animals (emu, kangaroo, echidna, fish, and snake) and incorporating Aboriginal footwork techniques and animal movements
- Perform choreography from Modules #1-5 with music – 6 min
- Perform cool-down with music – 2 min

Appreciating - Extension

- Using the elements of dance, describe the movements of each of the animals (kangaroo, echidna, fish and snake) and explain how these movement choices convey meaning and express ideas.
- Research and discuss the historical and cultural context of Aboriginal dance and how the movements Neville has taught may reflect the society from which they have emerged.

Resources for extension

- Aboriginal and/or Torres Strait Islander animal dances:
<https://www.abc.net.au/news/2019-10-28/dancers-at-the-wagga-corroboree/11645202>
<https://www.youtube.com/watch?v=b-vI3Nf50g>
<https://www.youtube.com/watch?v=yrXAQ6O2H9c>
- A range of resources which explore Bangarra Dance Theatre's work *Brolga* which incorporate movements which were derived from brolgas:
<https://www.bangarra.com.au/learning/resources/classroom-resources/brolga/>
- Information regarding contemporary Indigenous dance theatre can be found on pages 4-8 of Bangarra Dance Theatre's Study Guides (free upon request):
<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>
- Alternative warm-up
https://www.youtube.com/watch?v=aW_JqSK-CgY
- Alternative cool-down and stretch
<https://www.youtube.com/watch?v=VULT--bcWd0>

DINEWAN NESTING (EMU NESTING) MODULE #6

Choreography and instruction provided by Neville Williams Boney

Music composed by Kevin Barker

Outcomes

Dance Stage 3: DAS3.1, 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

Performing

- Introduction and acknowledgement of country
- Explanation of the choreographic story arch
- Perform safe dance practice
- Perform warm-up with music – 3 min
- Perform choreography from modules #1-5 with music – 5 min
- Learn and rehearse choreography – 8 min
Choreographed by Neville Williams Boney. Inspired by movements and characteristics of Australian native animals (emu, kangaroo, echidna, fish, and snake) and incorporating Aboriginal footwork techniques and animal movements
- Perform choreography from Modules #1-6 with music – 8 min
- Perform cool-down with music – 2 min

Appreciating – Extension

- After performing the 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.
- As a class discuss how technical and expressive skills help communicate the intent of the choreography, and how these skills relate to the elements of dance.
- Do you think the meaning of this dance work may change if it were to be performed in a different context (in a theatre, outdoors, at a celebration, etc.) or by different group of people?
- List three things that you have you learnt across the six modules with Neville.

Resources for extension

- Technical and expressive skills
<https://www.open.edu/openlearn/education/dance-skills/content-section-4>
<https://www.theowlhousegoa.org/post/building-expressive-skills-through-dance>
<https://shannondoolingdances.com/2020/02/24/danceperformanceskill/>
- A range of resources which explore Bangarra Dance Theatre's work *Brolga* which incorporate movements which were derived from brolgas:
<https://www.bangarra.com.au/learning/resources/classroom-resources/brolga/>
- Information regarding contemporary Indigenous dance theatre can be found on pages 4-8 of Bangarra Dance Theatre's Study Guides (free upon request):
<https://www.bangarra.com.au/learning/resources/study-guides/>
- Alternative warm-up
<https://www.youtube.com/watch?v=uqLNxJe4L2I>
- Alternative cool-down and stretch
<https://www.youtube.com/watch?v=NNkH4vDaVlo>
- Lesson plan ideas for dance
<https://danceteachingideas.com/free-dance-lesson-plan-ideas/>