Exploring stimuli

Technical skills: composing and appreciating

Duration: 6 weeks

Driving question

How do you create an innovative dance from various stimuli?

Overview

Students begin to investigate the process of composition through exploring the role of the log book/process diary, the purpose of intent, the various types of stimulus for dance and how to explore these to generate movement. Students will study this through a PowerPoint presentation and practical workshop tasks, allowing them to explore movement. Students will gain knowledge, understanding and skill within the generation of compositional practices.

| Stage 4 outcomes | Stage 5 outcomes |
| --- | --- |
| A student: | A student: |
| 4.2.1 identifies and explores aspects of the elements of dance in response to a range of stimuli | 5.2.1 explores the elements of dance as the basis of the communication of ideas |
| 4.2.2 composes dance movement, using the elements of dance, that communicates ideas | 5.2.2 composes and structures dance movement that communicates an idea |
| 4.3.2 identifies that dance works of art express ideas | 5.3.1 describes and analyses dance as the communication of ideas within a context |

[Dance 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Content

Students will explore the variety of dance styles in the world, through appreciation tasks in the [Exploring Stimuli PowerPoint presentation (PPTX 6.01MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-exploringstimuli.pptx) and coinciding practical tasks generating movement. The connection of theory to practical work will further engage students, creating deeper understanding within the compositional process.

| Cross-curriculum content and key competencies |
| --- |
| Environment |
| Literacy |

Assessment

All activities require students to demonstrate their learning and are all formative assessment activities.

Teaching and learning activities

Students are to work both individually and in small groups through discussion based and composition activities, exploring how to generate movement from the five types of stimuli. Students will be required to reflect on this practice through literacy tasks with regular process diary entries.

Suggested student learning activities include:

* discussion, brainstorming and reflection activities around the various stimuli
* creating a vocabulary list throughout the lesson sequence
* researching and investigating their intent
* exploring the process of composition through questions such as:

Process diary

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information on slide 3
* read and discuss the information on the [Composition process diary worksheet (PDF 4.27MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-handouts-composition-processdiary.pdf)
* discuss various types of examples they could use in their process diary entries.

Explore the intent

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information on slide 4
* investigate what an intent is: what’s the idea behind the work? What story are you trying to convey?

Stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information on slide 5
* discuss the meaning of stimulus: starting point or incentive for creative movement.
* explore the various stimuli
  + visual
  + auditory
  + tactile
  + ideational
  + kinaesthetic.

Exploring visual stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information and answer the questions on slides 6-10
* discuss the meaning behind visual stimulus
* explore examples of other types of visual stimulus
* discuss how you could be inspired by a visual stimulus
* explore the following three images in pairs, discussing: the meaning behind the image, the idea being communicated, and the shapes drawn from the image.



[The Empty bed](http://www.erikbrede.com/wp-content/uploads/2015/09/The-Asylum-Project-Empty-Bed-Final-1500px.jpg), date accessed 07/03/2018.



[Promise](www.skipprichard.com/wp-content/uploads/2016/08/bigstock-Promise-120546617-583x389.jpg), date accessed 07/03/2018.



[Park 690533](i2.wp.com/www.wayofninja.com/wp-content/uploads/2016/12/park-690533_1280.jpg?resize=420%2C280&ssl=1), date accessed 07/03/2018.

Exploring a visual stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information and answer the questions on slide 11
* choose one of the three images deciding on the intent of the image, and
  + create six to eight shapes reflecting the idea, using different levels or directions
  + link the shapes with movements, creating a phrase
* perform the phrase for the class, viewing one another’s creations
* discuss as a class what worked well and what didn’t
* write a process diary entry about the activity above. Discuss how the images helped develop the movement, and if the task were easy or difficult and why.

Exploring auditory stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information and answer the questions on slides 12-14
* discuss the meaning behind auditory stimulus
* questioning other examples of auditory stimulus
* discuss how they could inspired by an auditory stimulus
* explore the auditory stimulus task ‘sounds of the environment’ by completing the activities below:
  + in pairs, take a brief walk around the school, and listen for a range of sounds that could inspire you including wind, running water, rain, animals, students, technology, sounds of the buildings, etc
  + write each of the sounds in their process diary
  + discuss the different sounds as a starting point for an intent. Students are to select one sound and develop an intent from this
  + create two to three shapes that symbolise this idea, linking these shapes to make eight counts of movement, becoming their motif
  + manipulate this motif using a different level, direction or reversing the movement, (we will explore how else to manipulate motif in the next lesson sequence)
  + perform your choreography for the class, viewing one another’s works
  + discuss as a group what worked well and why
  + write a process diary entry on the activity, answering questions such as: what did you like about the task? What did you find difficult? What would you do differently next time? What was successful? What worked well in other groups and why?
* explore the second auditory stimulus task ‘sounds of lyrics’, by:
  + listening to the song and the lyrics, [No bravery by James Blunt](https://www.youtube.com/watch?v=bummpWepKWY)
  + break into pairs and choose four lines from the song
  + develop symbolic movement for these four lines. Students are to use literal representations or gestures for the lyrics
  + repeat this with another four lines within the song
  + link these two phrases together
  + perform this movement to another, unrelated, piece of music, preferably an instrumental
  + perform the movement again, altering the level or direction of one person in their pair
  + perform this altered phrase for the class, viewing one another’s works
  + write an entry in their process diary on the activity, answering questions such as: was the task successful? What did or didn’t work? What did you gain from viewing what other groups produced?

Exploring a tactile stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information and answer the questions on slides 15-16
* discuss the meaning of a tactile stimulus
* question other examples of a tactile stimulus
* discuss ways they could be inspired by a tactile stimulus
* explore the tactile stimulus task, by:
  + pairing: person A and person B
  + person A must close their eyes
  + person B is to lead them around the room, helping them feel the elements within the room, leading them to a variety of tactile stimuli
  + person A must choose one thing they felt inspired by
  + person A and B swap roles and repeat steps one to four
  + document your ideas in your process diary, choosing one tactile element and create an idea from it
  + develop six to eight shapes representing this idea, using different levels and directions
  + link these shapes together
  + change the tempo of this phrase, slowing or speeding elements of choreography
  + add in two stillness
* perform to an instrumental piece of music for the class
* discuss and write an entry in your process diary on the success of this activity.

Exploring an ideational stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information and answer the questions on slide 17
* discuss the meaning behind ideational stimuli
* explore the differences between ideational stimuli and the other types already studied.

Exploring kinaesthetic stimulus

Working through the Exploring stimuli PowerPoint presentation, students will:

* summarise the information and answer the questions on slide 17
* discuss the meaning behind kinaesthetic stimuli
* consider how kinaesthetic stimuli could inspire them
* explore the differences between kinaesthetic stimuli and the other types already studied.

When structuring the lessons, aim to work through one stimulus per week. The appreciation and practical composition lessons are to be explored in partnership. Attempt to engage in practical work throughout each of the explored stimuli.

Making skills

Composition and appreciation

Students are to:

* demonstrate knowledge, understanding and skill within the five types of stimuli
* explore performance opportunities presenting group works and phrases to the class around each of the stimuli
* attempt to alter choreography using the elements of space and time, to create a more engaging work.

Communicate

Brainstorming and written reflections are documented and shared within collaborative discussion facilitated by the teacher.

Process Diary

Students are to:

* document the process through composition classes in a process diary. This should be a journal, exploring reflections of each activity and lesson investigating the various types of dance stimuli. This can be their class workbooks, a dance process diary, or an online blog through sites such as [Class Notebook](https://www.onenote.com/classnotebook) or [Google classroom.](https://edu.google.com/k-12-solutions/classroom/?modal_active=none)

Differentiation

Extension

Students could:

* create a short work, linking each of the movement phrases developed from each stimulus together, investigating how they work in cohesion
* write an analysis of the stimuli used.

Life skills

| Life skills outcomes |
| --- |
| A student: |
| LS2.1 explores the elements of dance to create movement and communicate ideas |
| LS2.2 explores, selects and sequences movement to express feelings and ideas |

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Students could:

* explore the use of visual stimulus to create movement
* perform this routine to the class.

Evaluate

Feedback is formative for the duration of the unit.

Reference list and resources

* [Dance 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.
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* [Promise](file:///\\DETNSW.WIN\DATA\LL-SE\KLAs\CREATIVE%20ARTS\Secondary\2017\Secondary\Projects\Knowledge%20and%20skills\Sequences\Dance\Exploring%20stimuli\www.skipprichard.com\wp-content\uploads\2016\08\bigstock-Promise-120546617-583x389.jpg), date accessed 07/03/2018.
* [Park 690533](file:///\\DETNSW.WIN\DATA\LL-SE\KLAs\CREATIVE%20ARTS\Secondary\2017\Secondary\Projects\Knowledge%20and%20skills\Sequences\Dance\Exploring%20stimuli\i2.wp.com\www.wayofninja.com\wp-content\uploads\2016\12\park-690533_1280.jpg%3fresize=420,280&ssl=1), date accessed 07/03/2018
* [No bravery by James Blunt](https://www.youtube.com/watch?v=bummpWepKWY), date accessed 07/03/2018.
* [Composition process diary worksheet (PDF 4.27MB)](https://schoolsequella.det.nsw.edu.au/file/dcf29d3d-13ba-48f7-a1f5-6b78e7cb0a06/1/kascasequences-dance-handouts-composition-processdiary.pdf).