# Dance with the Elements – Air

**ABC ME screening details: Monday** 18 May 2020 at 10:45am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/dance-with-the-elements) after the scheduled screening time.

**Key learning areas: d**ance and music

**Level:** upper primary

**About:** Three dancers dance to three pieces of classical music in animated, virtual environments - invoking the element air.

## Before the episode

1. **Warmup activity:** A good warm-up is designed to prepare the body so it can participate safely in dance activities. Get your body ready to dance by repeating the following ‘on the spot’ movements:0 star jumps, 10 squats, 10 forward lunges, 10 forward arm swings (both arms), 10 stretches up high then bend to touch your toes. Repeat the movement pattern for 5 minutes.

## During the episode

1. Carefully listen to how the music changes to represent the different ways the air moves and sounds. How do the dancers change their movements to respond to the changes in music to represent the different elements of air? Record your ideas by taking notes or drawing below.

## After the episode

1. Create your own dance to represent the element of ‘air’. Think of different body movements to represent the ‘air’ action words below. Draw stick figure shapes and write labels to explain the position of different body parts, to plan your movement for each action word.

| drifting  A sequence of three figures dancing  Large steps sideways while spinning whole body around. | floating | fluttering |
| --- | --- | --- |
| blowing | rising | flying |
| swaying | twirling | falling |

1. Copy the body movements above onto blank squares of paper. You might like to have multiple copies of some movements. Then make your own dance composition by arranging the cards into an order of your choice. You might like to select a piece of music to perform your dance to.

**Follow-up activity:** Can you think of other body movements to create a dance about a different element of nature (e.g. a weather event like a storm or changes to the land caused by drought).

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To respond to a stimulus (music, topic of ‘air’) to create shapes.
* To select and sequence shapes into a short movement phrase.
* To compose and perform own dance sequences.

## NSW Creative Arts K-6 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Stage 2 | Stage 3 |
| Appreciating | The student gives personal opinions about the use of elements and meaning in their own and others’ dances (DAS2.3) | The student discusses and interprets the relationship between content, meaning and context of their own dances and others’ dances (DAS3.3) |
| Composing | The student: explores, selects and combines movement, using the elements of dance to communicate ideas, feelings and moods (DAS2.2) | The student explores, selects, organises and refines movement using the elements of dance to communicate intent (DAS3.2) |
| Performing | The student performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance (DAS2.1) | The student performs and interprets dances from particular contexts using a wide range of movement skills and appropriate expressive qualities (DAS3.1) |

[Creative Arts K-6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.