



Supercharged! Dance
by Ausdance Victoria

Teacher Resources
2024

Ideal for Years 3-6

The 2024 Creative Learning Program is
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Education
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ABOUT THIS RESOURCE

This resource has been created to provide teachers with curriculum links to the Victorian Curriculum and includes some preliminary and post-show ideas and activities as to how to extend their experience of **Supercharged! Dance**. The activities are designed to be open-ended and multi-ability. They may need differentiation for your specific cohort.

The performances and workshops included in the Creative Learning program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum and VCE subjects where appropriate. Each Creative Learning program varies in its purpose and content and as a result the scope for integration across the curriculum varies.

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Creative Learning team at education@rav.net.au

ABOUT REGIONAL ARTS VICTORIA

Regional Arts Victoria inspires art across the state. Through creative facilitation, touring, education, specialised resources, artistic projects and advocacy, we develop and sustain creative communities and artistic practice all over Victoria.

Regional Arts Victoria is an independent, not-for-profit, membership-based organisation working in long-term partnerships with every level of government, fostering contemporary and innovative regional cultural practice across five decades. We advise and impact on decision-making across multiple portfolios and levels of government.

Regional Arts Victoria is the peak body for regional artists and arts organisations, and the leading organisation for regional creative practice in Victoria.

PARTNERSHIPS

Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.

- Regional Cultural Partnerships
- Creative Arts Facilitators
- Membership program
- Devolved grants programs
- Resources, workshops and events
- Sector advocacy and leadership development

PROGRAMMING

Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.

- Creative Learning Program
- Connecting Places
- Touring programs
- Education resources
- Industry development resources and events
- Sector advocacy and leadership development

PROJECTS

Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.

- State-wide projects including Creative Workers in Schools, *Small Town Transformations and Artlands Victoria*
- Internal Creative Professional Development programs
- Sector advocacy and leadership development

CREATIVE LEARNING

Welcome to the 2024 Creative Learning Program! What was named our Arts & Education program is now the refreshed *Creative Learning Program*, still offering the fantastic range of arts experiences students across the state.

For over 50 years, Regional Arts Victoria has been the leader in providing educational arts experiences for children and young people across Victoria. Each year we offer a range of performances and workshop programs to schools throughout regional and metropolitan Victoria.

Spanning performances and workshops across a variety of art forms, our 2024 Creative Learning school incursion program offers opportunities for connection and positive impact spread across the entire program! We are pleased to be offering both in person experiences and accessible online programs with professional and experienced artists to educate and delight your students.

From engaging theatre to building your own urban landscapes, there are options for both primary and secondary ages to deepen creativity as artists and audiences, led by award-winning companies, regionally based and First Nations artists.

We have a fantastic subsidy program which means we can provide significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. This helps our programs to be accessible and reach a diverse range of schools.

For general enquiries please contact: education@rav.net.au



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INTRODUCTION TO THE PROGRAM

Dance isn't just about learning choreography and performing like a pro. It's also a wonderful way to boost students physical and emotional health and well-being. Our Supercharged! incursion brings highly experienced, specialist dance teachers to your school for a fun, stimulating and energetic dance making activity. Your students will develop an understanding of dance elements and discover the fun and power of dance!

Supercharged! is a unique program that offers safe dance experiences, games and creative activities to primary school students at levels 3-6, culminating in the co-creation of a short dance piece. Our expert dance leaders will have students popping with excitement and enthusiasm throughout this 45-60 minute stand-alone workshop.

Participating schools will also receive a pack of Activate! Dance Cards, a library of short dance games (F-6) and challenges (7-10) aligned to the Victorian Curriculum, Dance, designed to increase activity levels and build dance literacy.

Through these stand-alone workshops, students will experience a range of fun and stimulating Dance activities, aligned to the Victorian Curriculum. They'll discover that Dance involves creativity and experimentation, teamwork and co-operation and that anyone can dance.

Learners will explore the potential for their body to communicate and respond to specific ideas. They'll take movement or ideas from everyday life and transform these into dance movement. They will manipulate these movements, using the elements of dance and choreographic devices.

On completion of the workshop, students will have a deeper understanding of the choreographic devices of accumulation, canon, repetition, retrograde and contrast and demonstrate their application within a choreography.

BIOGRAPHIES

Ausdance VIC is the peak body and subject association for dance in Victoria, partly funded by Creative Victoria. We play a key role in providing advocacy, resources, leadership, and high-level strategic advice for the sector, supporting individuals, companies, and organisations to flourish. Ausdance VIC is also an RTO (RTO 20949) with 22 years' experience delivering nationally accredited dance training primarily in the realm of VCE VET. We work across all levels of dance, creating connections and opportunities to increase the capacity of the sector.

We champion the role of dance in promoting health, lifelong learning, and social wellbeing all of which contribute to the wider community's physical, mental, social, and economic health. Ausdance VIC is the preferred partner for dance education pedagogy development with the Victorian Department of Education and the state's dance partner with the Victorian Department of Sports and Recreation.

Director of Education and Lifelong Learning, Dr Katrina Rank (Program creation and curriculum alignment) Katrina is a leading Australian educator and dance artist, contributing to national and international movement education outcomes. A ballet and contemporary dancer by training, Katrina maintains a performance and teaching practice and received an Australian Dance Award for Services to Dance Education in 2018.

Katrina has worked in various roles for Ausdance since 2008 including acting Director, Education Manager and consultant. She is currently Director of Education and Lifelong Learning. Katrina was the author and project leader of Teaching and Leading Dance to Older People, a research program and report which has been distributed widely. Her extensive background in education and community arts also saw her work on the Knowing You Knowing me Project with the City of Whittlesea in 2017 - 2018 and the hugely successful Alice Project. The Alice Project was a community dance initiative that reached across four regional Victorian municipalities and more than 15,000 participants over two years, as part of the VicHealth MOTION program. Her recent dance focus has been on dance for health, with particular reference to ageing and Parkinson's disease. In 2013, Katrina initiated Fine Lines, intergenerational dance and projects. Fine Lines began with contemporary dance classes for experienced mature dancers.

Touring Dance Educator, Elise Brennan: Elise discovered her passion for dance at age 3 and has had the opportunity to continue to thrive within the industry as a professional musical theatre artist, live musician, dance educator and choreographer for over 15 years.

Her professional credits include Guys and Dolls, Jersey Boys, Pippin, An Officer & A Gentleman, A Funny Thing Happened On the Way To The Forum, Saturday Night Fever and Company. She also performed as a cast singer and lead vocalist for Princess and Celebrity Cruise lines. Her dance company, Elise Delia Choreography produced the workshop dance piece Springtide in 2019. For the past 3 years since returning from tour, Elise has shared her passion for the arts with students in Metro and Regional Victoria, educating in dance, musical theatre and singing.

Touring Dance Educator: Eilannin Harris Black An accomplished teacher, working performer and creative practitioner, Eilannin holds a Masters Degree in Musical Theatre from the Royal Central School of Speech and Drama (London) and has trained with Brent Street Studios (Diploma of Musical Theatre), NIDA Open (The Musical Performer Studio), Hunter Institute (Diploma of Dance) and the Australian Institute of Music (Diploma of Music - Music Theatre).

When not performing Eilannin has worked as a live Theatrical Event Producer producing events throughout Australia, New Zealand and Canada. She is also the Founder of Theatre Blacks where she was Course Director for five years heading training and assessment in both Musical Theatre and Dance up to Advanced Diploma level. As an experienced training designer and teacher,

Eilannin is passionate about increasing access to the arts and performance training to all those with the willingness to learn.

Ausdance VIC, Executive Director - Michelle Silby: Michelle has an extensive career in dance in both creative and administrative functions. She is the Executive Director of both Ausdance NSW and Ausdance Vic. This dual role leads the teams, through strategy, operational efficiencies and large-scale outcomes; the Director of Big Dance Australia (2014-), and she was the Co-convenor of the Arts Industry Council Victoria (2017-2019). Currently Michelle sits on the following Industry and government committees; ACFIBS for NSW, Industry Advisory Group, Victorian Skills Commission (VIC), Independent Reference Committee, Arts & Culture related Industries, Vice Chair (National training and professional development) Previously Chair, Regional Arts NSW funding 2014-17, Several Arts NSW funding panels, Churchill Fellowship 2013-16.

Over the last 25 years, Michelle has worked across a variety of contexts as a dance performer, teacher, choreographer, educator and management roles: as a director, festival director, company manager and education consultant in the UK, Europe, and the last 14 years, in Australia. After successfully leading Ausdance NSW since Oct 2012, she was appointed Executive Director, Ausdance VIC in Nov 2015. She is inspired by the opportunities that leading both states will bring to the dance sector, wider communities and respective organisations. She has held roles as the Program Manager, Dance at the Australia Council for the Arts, where her responsibilities included; working with the board, policy and strategy, dance funding programs, key dance initiatives, such as Tasmanian Community Dance Project and Young Emerging opportunities for example, JUMP (2010-2012), Executive Producer for the 2014 Australian Dance Awards and is also an Independent Consultant for Arts and Dance with various clients across Australia.

As an arts leader, she is strategic, entrepreneurial and generous with her time and support of others. Michelle was born in the UK, where she studied dance at Arts Educational Schools London, followed by a post-graduate year at London Contemporary Dance School, The Place in 1992. Later in 2000-1, after moving into management and leadership roles, she undertook an intensive arts and business management course for arts leaders and was most recently awarded a subsidised place to attend short course in Australia for not-for-profit leaders by Harvard Business school. During her 15 year professional dance career in the UK and Europe, Michelle worked across a variety of contexts as performer, touring Europe for over a decade, educator, choreographer, director, festival director, company manager and consultant. A particular highlight of her career in the UK included making a significant contribution to the dance infrastructure for the North East of England, through the formulation and delivery of a dance development plan with secured funding.

The GANAG instructional model.

GANAG stands for:

Goals

Access

New Info

Apply

Goal review.

Teachers can use the GANAG table below to generate ideas for lesson plans to integrate Supercharged! Dance Workshops into curriculum delivery.

The GANAG instructional model for lesson design was created by Jane Pollock and presented in the text *Classroom Instruction that Works* (Marzano, Pickering & Pollock, 2001). It grew from the work of Madeline Hunter who created a schema in the 1970s for lessons that is still useful today (Hunter, 2004).

Hattie, J. (2008). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge:Oxon.
Marzano, R., Pickering, D. & Pollock, E. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. ASCD: Alexandria, Virginia.

GANAG	9 High Yield Strategies		Unit: Supercharged Dance	
Goal Set the learning goal/benchmark or objective	<ul style="list-style-type: none"> - Setting Objectives & Providing Feedback - Reinforcing Effort and Providing Recognition 	Standards applying to that lesson	Dance, Drama, Health and Physical Education	
		Learning Intention	Focus 1 - Pre	Focus 2 - Post
Access Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson	<ul style="list-style-type: none"> - Question, Cues and Advanced Organisers - Non-linguistic Representations - Identifying Similarities and Differences - Cooperative Learning 	Possible Instructional Strategies to Try: <ul style="list-style-type: none"> - Review of previous lesson - Pair and Share - Turn and Talk - Brainstorming - Quick Write - Verbal check-in of prior knowledge - Visual to access prior knowledge 	Students discuss in a pair and share how they could create letters with their bodies, depending on how many are in their team	Review with students how exciting it is to play dance games, and to dance. Discuss how its important to warm down, both for the body and the mind

<p>New Information Acquire new information – declarative and/or procedural</p>	<ul style="list-style-type: none"> - Summarising and Note Taking - Homework and Practise 	<p>Possible <u>Instructional Strategies</u> to Try:</p> <ul style="list-style-type: none"> - Modelling and direct instruction - Student discussions - Academic feedback to students - Non-fiction writing, vocabulary and reading strategies to develop understanding of new information - Inquiry based questions and activities 	<p>Introduce students to understanding how the game will work.</p> <p>Demonstrate with 3 students how they could make the letter o (the easiest) or a z.</p>	<p>Explain to students how the game ‘tracing hands’ can be used as a mindful warm down to help calm the mind and body.</p> <p>Demonstrate to students the game</p>
<p>Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</p>	<ul style="list-style-type: none"> - Identify Similarities and Differences - Cues, Questions and Advanced Organisers _ Generate And Test Hypotheses 	<p>Possible <u>Instructional Strategies</u> to Try:</p> <ul style="list-style-type: none"> - Guided Practice - Independent and group work - Student demonstration of learning objective - Student-to-student discussions using accountable talk - Ongoing checks for understanding 	<p>The students are divided into teams of four to six and find a space in the room. The teacher then calls out a letter of the alphabet and the students must make that shape together while joined. The teacher judges the most creative shape and scores throughout the game.</p>	<p>In this activity the children close their eyes and with their right forefinger trace the left hand with the palm side up. As each finger is traced breath in on the up movement and out as the finger goes down. Repeat on the other side.</p>

		- Continuous academic feedback to the students		
<p>Goal Review Review what has been taught. How will the teacher know if students met the measurable objective?</p>	<ul style="list-style-type: none"> - Setting Objectives and Providing Feedback - Reinforcing Effort and Providing Recognition - Homework And Practise 	<p>Possible <u>Means of Assessments</u> to Try:</p> <ul style="list-style-type: none"> - Oral or written summary of lesson - Exit slip or quick write - Pair and share - Peer and individual review of work - Class discussion of topic - Cornell notes check 	<p>Discuss what worked best and how many team members is an ideal number for groups.</p>	<p>Discuss how breathing and counting can be great techniques to warm down.</p> <p>Play a meditation – such as this to assist students to calm themselves. 10 Minute Guided Meditation for Students (youtube.com)</p>

SUGGESTED PRE-VISIT ACTIVITIES

What's your superpower?

Students tap into their creative capacity before the incursion begins. Students consider their achievements (big or small) they're most proud of. They select 1-2 that are most meaningful to them. They consider: How do you release and control your power? Does your superhero have a costume?

Watch a superhero training session

Video - Example at 1:10 minutes of a superhero TRAINING SESSION. We will do our own version of this in slow motion in the incursion. The Incredibles 2 Official Trailer (2018)
<https://www.youtube.com/watch?v=eVceAtqBRu0>

Research traditional dances from different cultures

Students research and discuss traditional dances from different cultures. They consider, what does the dance represent or symbolise? Is it similar to dances from other cultures? What do the dancers wear? Are they telling a story? Students discuss how movement, expression, costume and music can convey a theme or tell a story.

SUGGESTED POST-VISIT ACTIVITIES

Activities that dissect and expand upon the content of *Supercharged! Dance* that the teacher and students can engage in post-performance.

Activate - dance engagement flashcards and videos

'Activate' is a library of short dance games, aligned to the Victorian Curriculum, Dance. As a resource, it's designed to increase activity levels and build dance literacy. These games connect to and extend the activities students engage with in the Supercharged incursion. The cards are accessible and themed in 5 broad areas: body, space, time, dynamics, relationships, and draw upon terminology found in the curriculum.

A card is selected and an activity is described (via text on the physical card, or by clicking the QR code, and accessing an audio description or video demonstration). The cards are used to progressively build skills and a sense of achievement, increasing the level of difficulty incrementally and building confidence and dance knowledge. The more students engage, the more they see themselves as capable movers and creative thinkers.

Once students become familiar with the content, they take turns selecting and leading the activities. This resource provides: Opportunities to progressively develop Dance discipline knowledge, Opportunities for multiple exposure (same concept, different treatment), Student agency; choice in the way in which they respond, Opportunities for creativity, innovation and individuality, Differentiation; cards can be selected to support individual learning needs. An opportunity to level the playing field for students who cannot attend external dance classes or extracurricular activities are not further disadvantaged in mainstream classrooms.

Build your own superhero dance sequence

Using the knowledge gained from the incursion, students can access the base phrase via video and expand upon it, using a worksheet, to create their own super dance sequence.

FURTHER READING

Watch Supercharged! Dance incursion – footage from Supercharged! Incursions in 2022.

https://vimeo.com/761744892/c006d472b9?embedded=false&source=video_title&owner=46931264

Learn more on Socials: https://www.instagram.com/ausdance_victoria/
<https://www.facebook.com/AusdanceVIC/>
www.ausdancevic.org.au
<https://vimeo.com/ausdancevic>

CURRICULUM LINKS – Victorian F-10 Curriculum

Use the Victorian Curriculum F-10 website <https://victoriancurriculum.vcaa.vic.edu.au/>

Learning Areas
<p>The Arts: Dance</p> <p>Strand: Explore and Express ideas</p> <p>Level 3-4 Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices.</p> <p>Example of link: See in lesson plan: Slow Motion Training Session. In pairs, students explore via improvisation the range of movements and spatial orientations a superhero might use in deploying and controlling their power and responding to another superhero’s power. Using safe dance practices, they experiment with the Elements of Dance (Time - slow motion ala The Matrix; Space in orientation to partner, levels, distance; Energy and the use of dynamics; and Relationships dancers to each other, characterisation, story).</p> <p>Strand: Dance Practices</p> <p>Level 3-4 Use choreographic devices to organise dance sequences, and practise body actions and technical skills</p> <p>Example of link: See in lesson plan: THE TRAILER In small groups, students create a “movie trailer” for the latest superhero film. They work individually and collectively to structure and perform a short sequence using choreographic devices of unison and canon. They perform their sequence for the rest of the class.</p>
<p>The Arts: Drama</p> <p>Strand: Drama Practices</p> <p>Level 5-6 Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.</p> <p>Example of link: Throughout the workshop students learn movement technique and are encouraged to explore how particular movements can create a mood and express a narrative.</p>

Strand: Explore and Express Ideas

Level 5-6 Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situation.

Example of link: Throughout the Supercharged! Workshop and the pre and post activities, students can practice using improvisation to develop narratives. In developing their “Superhero”, students can explore using drama techniques to develop a character.

Health and Physical Education

Strand: Movement and Physical Activity

Level 3-4 Moving the body: Construct and perform imaginative and original movement sequences in response to stimuli.

Example of link:

Using the Activate Dance Cards students can work in small groups to develop an original movement sequence and perform for one another.

Strand: Understanding movement

Level 5-6 Examine the benefits of physical activity and physical fitness to health and wellbeing. Combine the elements of effort, space, time, objects and people when performing movement sequences.

Example of link:

Use the Supercharged! Dance workshop as a topic to initiate discussion with students about how physical activity makes you feel and consider why it makes you feel this way. How does it make your body feel? Does it give you more energy? Do you feel happier after? Does it make you feel tired? What types of physical activity do you enjoy most?

Capabilities

Critical and Creative Thinking

Strand: Meta-Cognition

Levels 3-4 Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing, and selecting options, and developing and testing hypotheses.

Example of link

Ask students to consider the following questions when creating a sequence together (using activity above).

How will I structure the work to help communicate my intention? How can I collaborate effectively with others to achieve our idea? Why did I choose one thing over another? How has feedback helped me shape the work? How has safety informed the making of my work?

Strand: Reasoning

Level 3-4 Identify and use ‘If, then...’ and ‘what if...’ reasoning.

Example of link: Reflection and discussions guided by application of viewpoints. *How will I structure the work to help communicate my intention? How can I collaborate effectively with others to achieve our idea? Why did I choose one thing over another? How has feedback helped me shape the work? How has safety informed the making of my work?*

Contact the Creative Learning team at education@rav.net.au with further questions or, even better, examples of your work!

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