

Episode 20: Ballet Fever

Clip: Dance to the Beat

Activity: Accent

Theme: Dance Skills

Elements of dance: body, time, relationships

1. As a class, view the clip, *Dance to the Beat*, where Kat and Sammy show the school board their love of Hip Hop by surprising them with an unscheduled performance. Ask students to shut their eyes and concentrate on the music of the clip. When we listen to music we hear a range of sounds that are not all evenly distributed. A sound that is accentuated and draws our attention is called an 'accent'. An 'accent' may appear at the beginning of a bar of music, drawing our attention to the tempo (whether it is 2/4, 3/4, 4/4, 6/8, etc.).
2. Have the class try clapping different tempos. A slightly louder or stronger clap on the "one" is enough to form an accent. Try:
 - 3/4 - 1, 2, 3, 1, 2, 3, 1, 2, 3, 1, 2, 3, ...
 - 4/4 - 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4, 1, 2, 3, 4, ...
 - 6/8 - 1, 2, 3, 4, 5, 6, 1, 2, 3, 4, 5, 6, 1, 2, 3, 4, 5, 6, 1, 2, 3, 4, 5, 6, ...
3. Explain to the class that dance movement can have accents too. This occurs through an emphasis on one particular movement. An example might be a quick head movement from down to straight ahead, or the "pop" that dancers perform when doing popping and locking in Hip Hop, or it may be a pause in an interesting shape such as a Hip Hop "freeze", or a stamp after a combination of folk steps.
4. As a class, stretch and warm-up prior to completing the following activity.
5. In pairs, ask the students to create a phrase of movement 16 to 32 counts long. The phrase should be even, with all the steps sharing the same "value" (no movement should stand out from the other movements). Have the pairs join with another pair to form groups of four. One pair performs their choreography and the other pair observes and provides advice for where the accents might go in the routine. Then the pairs can swap roles.
6. Disband the group of four back to two pairs. Each pair should develop 'accent' movements in their phrase.
7. Once the 'accent' movements have been incorporated and rehearsed, the groups of four can reform and perform the phrases again. These phrases can be performed once without an 'accent' and again with 'accent' movements.

8. Ask the class to reflect on the changes to their phrase and write a critical response to the phrase they observed before and after the use of accent. The students should use **Student Activity Sheet E20.2: Accent** for this exercise.

Download

- Student Activity Sheet E20.2: Accent

Useful resources

- Ausdance Video Segment 4- Safe Warm Up, Basic Contemporary Dance.
- Ausdance Video Segment 9 -Safe Stretching Yoga Poses.
- [Ausdance Factsheet 16: Caring for the dancer's body](#)
- [Ausdance Factsheet 7: Safe dance floors](#)
- [Ausdance Factsheet 13: Safe spaces for dance](#)
- [Ausdance Factsheet 14: First aid for dancers](#)
- [Ausdance Factsheet 19: Fuelling the dancer](#)
- [Ausdance Factsheet 18: Occupational health & safety for the dance industry](#)
- Smith-Autard, J. *Dance Composition: A practical guide to creative success in dance making*, A&C Black; Paperback/DVD edition (August 3, 2010).
- Harrison, K & Auty, J, *Dance Ideas for Teachers, Students and Children*, Hodder & Stoughton, London, UK, 1991.
- Hayes, E, *Dance Composition and Production*, 2nd ed, Princeton Book Company, Pennington, New Jersey, USA, 1993.



NAME:

Student Activity Sheet:
Activity:

E20.2
Accent

Episode 20:
Clip:

Ballet Fever
Dance to the Beat

Accent: A Critical Response

Use the phrase you watched *without* accents to answer the following questions.

- Was it hard to pick where the accents should go? State why.
- Did the phrase look like it needed accents?
- Even though there weren't accents, did the dance still have 'accidental' accents?

Use the phrase you watched *with* accents to answer the following questions.

- Were the accents strong enough?
- Did the accents look like they were in the correct spots?
- Did the accents improve the dance?

Write a brief encouraging comment to share with the pair that you watched, then cut along the line and present the comment to them.
