

**Activity: Dance Video****Theme: Dance Skills****Elements of dance: body, time, dynamics, relationships**

1. As a class, view the clip, *Nervous*, and discuss. In rehearsal, the dancers change their point of focus. Sometimes it is on the central character, Miles Kelly, or the floor, camera and near space (i.e. not a distant, expressionless stare).
2. Discuss the process and purpose of film editing. Usually in dance videos, editing is very tight and quick, cuts are often made just before a movement is entirely finished, so that the energy doesn't stop but is transferred to the beginning of the next shot. This next shot may be at a different angle using extreme close-up (very tight frame: for a face, you might be focusing on an eye, and the bridge of the nose) close-up, middle or long shots.
3. After warming up the class with stretching exercises, generate a 32 count phrase to music. This phrase should have a similar beat to the beat in the clip. As a guide, Britney Spears' *Circus* could be used.
4. Ask students to select particular movements they see in the video clip and incorporate or adapt them into this choreography.
5. Rehearse the dance enough times for the class to remember the routine without copying each other.
6. As a class, brainstorm how you might film the sequence. Divide the class into groups and have the group draw/write a storyboard for the sequence. Have them annotate the frames with information about which camera angles and distance they would use. Have students use **Student Activity Sheet E9.3: Storyboard for Dance Video**.
7. As a class, develop a list of films and TV productions that feature dance or dancers. The class should research older and contemporary archives. Have students form small groups so that they can research an era of dance that has been archived on film. Each group should find the name of the production, where it was made, who starred in it, the type of dance portrayed and what equipment it may have been filmed on.
8. As a class, develop a timeline for dance films/TV productions. Discuss with students the changing evidence of how dance has been portrayed on film.

## Download

- Student Activity Sheet E9.3: Storyboard for Dance Video

## Useful resources

- [Ausdance Factsheet 11, Producing a dance performance](#)
- [The Vine, A history of dance movies](#)
- [Reel Dance, Moving Image Collection](#)
- [Dance film online: a starter survey](#)










NAME: .....

Student Activity Sheet:  
Activity:

E9.3  
Dance Video

Episode 9: Heartbeat  
Clip: Nervous

## Storyboard for Dance Video

<p>Illustration</p>  <p>Counts: _____ Camera Angle: _____ Distance: _____</p>	<p>Illustration</p>  <p>Counts: _____ Camera Angle: _____ Distance: _____</p>	<p>Illustration</p>  <p>Counts: _____ Camera Angle: _____ Distance: _____</p>
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