

## Clip: The Crush Episode 3: Behind Barres

### Activity: Storytelling Using Dramatic Elements

Theme: Dance Skills, Health and Wellbeing

Elements of dance: body, space

1. As a class, view the clip, *The Crush*, and discuss the actions of the characters and their motives for doing so. Follow this discussion with playing a game of *Whispers*.  
Place the students into two vertical lines and whisper to the leaders the same 'piece of gossip'. Each person in front turns to the person behind, whispers the message, and then sits down. This should be done with very softly spoken voices so that only the person directly behind can hear the whisper. In this way the whisper moves down the line. Once the whisper has reached the last person in each line, ask the two last people to repeat the 'piece of gossip' for the whole group to hear. Compare the results and contrast this with the original 'piece of gossip'. As a class, discuss the concept of gossiping and what effect it has on knowing the truth.
2. In the clip, Abigail has revealed Tara's infatuation with Ethan by texting the school community Tara's diary entries.
  - a. Discuss Abigail's actions in the context of bullying.
  - b. Ask students to identify other forms of bullying that they know about or have experienced.
3. Have students create a mind map of their ideas about bullying, particularly highlighting the destructive nature of bullying.
4. Have the class complete a warm-up session titled, Emotion Freeze:
  - a. Determine the boundaries of your dance space.
  - b. Use music of your choice.
  - c. Students walk around the room at their own pace to music, changing direction as you call out instructions - turn 90 degrees, 180 degrees, 270 degrees, clockwise, counter clockwise.
  - d. Return to a plain walk with students changing direction when they reach the boundary limits.

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- e. Bring the pace to a jog, an occasional sprint, stop the music, and call out "Freeze!"
  - f. Students respond by freezing in a shape until you start the music and tell them to walk/jog again.
  - g. Decrease the intervals between freezes or make the intervals irregular to challenge the students balance and coordination.
  - h. Once the pattern of 'freeze and go' is established, you will not need to verbalise this part of the activity again.
5. Now add the following emotion/feeling shape words to the activity: pride, shame, fear, power, anger, delight, surprise, alarm, carefree, disdain, irritable, concern, hate, adore. For example: Freeze and make a shape of PRIDE (students freeze in that shape). Continue walking/jogging. Call out again: Freeze and make a shape of FEAR (students freeze in that shape). Continue walking/jogging and repeat the activity with different emotions.
  6. In groups of three or four, ask students to think of a scenario where bullying takes place. In their groups have them create a 'freeze frame' with all the members of the group showing *the moment before the bullying takes place*. It is important to note that the freeze frame communicates meaning by the use of strong, clear body shapes. Have the groups also create a second 'freeze frame' that shows *the moment after bullying takes place*.
  7. Give students 5-10 minutes to create a story that enacts the periods between the two scenarios. They are to create movements that narrate their story. Facilitate and moderate to ensure students understand the objective. That is, to communicate a story through movement and non-verbal means.
  8. Select a number of student scenarios to present to the class. As a class, discuss how the scenarios could be changed to a positive perspective. Have students discuss and create new movements to illustrate what would need to happen to change the perspective? Encourage a number of students to direct the scenes to gain a positive resolution.
  9. Have students consider the possibility of using music as a background to the action. Choose a range of sounds or styles of music and discuss how music can influence the interpretation of a scene or movement.
  10. Ask students to complete **Student Activity Sheet E2.1: Dramatic Elements**

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Student Activity Sheet E2.1: Dramatic Elements

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**Useful resources**

- [Ausdance Factsheet 11, Producing a dance performance](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance Factsheet 7, Safe dance floors](#)
- [Children's Dance Games for Teachers](#)

NAME: .....

Student Activity Sheet:  
Activity:

E3.1  
Dramatic  
Elements

Episode:  
Clip:

Behind Barres  
The Crush

## Dramatic Elements

After observing the dance scenario, consider how the scenes changed once it was directed by a student. Complete the following.

1. Describe the original scene: Who was in it? What is depicted? What was happening?
2. Name of student director:
3. Describe how the scene changed when it was directed by the student.
4. Did the changes improve the performance and how was the message communicated? Describe how these changes affected the routine.
5. Did the addition of music change the way the audience interpreted the scene? If yes, describe how. If no, describe why.