

Episode 23: BFF: Best Friends Forever

Clip: Energise Me

Activity: Dynamics

Theme: Dance Skills

Elements of dance: **body, time, dynamics**

1. As a class, view the clip, *Energise Me*, which shows a contemporary dance sequence. Discuss with students how dance uses the elements of space, time and energy and have them identify the different levels of energy and the movements the dancers make. Effort actions are based on movement analysis theory introduced by Rudolf Laban. Another way to think about the way dancers use energy is through *movement dynamics* which describe groups of actions. Some of these groups include: Sustain (smooth), Suspend (light), Swing (under-curve), Sway (over-curve), Collapse (loose), Vibrate (shudder), Percussive (sharp), Explosive, Staccato.
2. Conduct a class circle warm-up in a *Modern style*. Select several movements from the warm-up and arrange these to make a simple phrase. Write the movement dynamics above on cards and place them in a box. Divide the class into nine groups. Each group selects a dynamic card from the box and must find a way to perform the phrase using that dynamic. After the students have changed the dynamic of the original phrase, put three groups together. Each group teaches the other two groups their version of the phrase. Once taught, the students work together to put the three versions together. (They will repeat the phrase three times with a different dynamic each time.) Finally, have students mix the dynamic so that instead of one phrase repeated three times, they will develop one phrase containing a range of movement dynamics. Film this and replay back to students so they can monitor the changes in energy.
3. Ask students in each group to collaboratively document their phrases and the variations of movements. This documentation can be both paper-based and film-based. Coach the groups to show clearly the differences between the movement dynamics. Ask a speaker from each of the three major groups to present to the rest of the class, the process the group developed to create their phrase and how each new movement dynamic was devised.

4. Individually, have students reflect on the pros and cons for each group presentation and explain their preferences. Ask students to use **Student Activity Sheet E23.6 Giving and Receiving Feedback** to complete this evaluation.

Download

- Student Activity Sheet E23.6: Giving and Receiving Feedback

Useful resources

- Ausdance Video Segment 9 -Safe Stretching Yoga Poses.
- [Ausdance Factsheet 16: Caring for the dancer's body](#)
- [Ausdance Factsheet 11: Producing a dance performance](#)
- Smith-Autard, J. *Dance Composition: A practical guide to creative success in dance making*, A&C Black; Paperback/DVD edition (August 3, 2010).
- Snook, B, *Dance...Count me in*, McGraw Hill, Sydney, Australia, 2004.

NAME:

Student Activity Sheet:
Activity:

E23.6
Giving
and
Receiving
Feedback

Episode 23:
Clip:

BFF: Best Friends Forever
Energise Me

Giving and Receiving Feedback

| List the feedback you gave in today's class | For each bit of feedback state how you felt giving the feedback |
|--|--|
| 1. | |
| 2. | |
| 3. | |
| List the feedback you <i>received</i> in today's class | For each bit of feedback state how you felt receiving the feedback |
| 1. | |
| 2. | |
| 3. | |

In what ways would you prefer to receive feedback?

What are the pros for your preferred method of feedback? List 3

What are the cons for your preferred method of feedback? List 3