

## Episode 23: BFF: Best Friends Forever

### Clip: Energise Me

#### Activity: Effort Actions

#### Theme: Dance Skills

#### Elements of dance: **body, space, 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 different levels of energy and the movements the dancers make.
2. Write the following words on the board/IWB: *dab, flick, punch, wring, press, float, glide, and slice*. Ask students to interpret the words physically by demonstrating what they represent to them.
3. Distribute the **Student Activity Sheet E23.5: Effort Actions** and ask students to complete the questions on the sheet.
4. Initiate a class warm-up session with a game of 'Clusters'. In the game, all players move about the room. A nominated leader calls out a number. The group then makes clusters of players matching that number. Whoever doesn't get into a cluster is 'out' (though you will move through the game so quickly, they can join the game again almost immediately). Variations can be clusters with the same shoe size, birthdays by month, or the same eye colour, hair, height, etc.
5. As a class, follow the game of 'Clusters' with a game of 'Mirror pairs'. In this game the class is divided into pairs and in each pair, students face each other. One is the 'initiator', and one is the 'responder'. The 'initiator' should perform actions from the following *effort* actions: *dab, flick, punch, wring, press, float, glide, and slice*. The 'responder' will follow as though a mirror, that is, almost simultaneously. Ask students to swap the 'initiator' and 'responder' roles. This activity requires concentration. Insist that no sound is made during the activity. You could play some quiet background music, but if you do so, be mindful that the music may influence the way the efforts are realised. Ask pairs to now stand one behind the other, repeating the mirror pairs activity with the 'initiator' in front of the 'responder' but this time, travelling continuously around the room. Then ask students to swap roles.

6. Finally, ask students to select a theme: the ocean, autumn, a manufacturing line, creating a culinary masterpiece, and meeting old friends, etc. Have students create a short phrase based on the theme, using heightened energy actions and movements. While half of the pairs perform the phrase, the other half of the class is the audience. They can then swap roles. Once all performances are complete, discuss with the class the outcomes of this activity. The focus of their responses should be developing an awareness of how Time, Space and Energy are used in dance.

### Download

- Student Activity Sheet E23.5: Effort Actions

### 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.

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Student Activity Sheet: E23.5 Episode 23: BFF: Best Friends Forever  
Activity: Effort Clip: Energise Me  
Actions

## Effort Actions

After watching the clip, use the table below to identify where you saw each of the effort words in the clip. Give at least two examples for each effort word.

Effort Word	Example from clip
Dab	
Flick	
Punch	
Wring	
Press	
Float	

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**Clip: Energise Me**

**Activity: Effort Actions**

Glide	
Slice	