

Episode 23: BFF: Best Friends Forever

Clip: Energise Me

Activity: Force and Flow

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 in the clip the energy peaks and troughs. Have the students define what these elements are and how they use them in a dance routine.
 - a. **SPACE:** The area in which a dancer moves. Space refers to how movement takes up space, and that a dance is performed in a space.
 - b. **TIME:** The dimension of time can be viewed as the time that the dance takes to complete, the tempo of the dance and the timing of other elements within the dance.
 - c. **ENERGY:** Energy is the amount of force or effort the dancer uses to make a movement. It can be sudden, slow, strong, saggy, forceful, sustained, collapsed, swinging, and jerky. A dancer may use that effort from extremely bound flow to light, free flowing movement.
2. Down the centre of the classroom, draw a long line and on one end write “tightly bound flow” and on the other “free flow movement”. Ask students to offer examples of these two extremes, for instance, a person curled in a tight ball, gripping ankles and tensing every muscle could be an example of tightly bound flow, and a twirling leaping fairy might be an example of free flow.
3. Most movement occurs in between the extremes. Have the students stand along the length of the centre line and take a position that is a continuum from one end to the other. Take a photo of each position and pin these images to a board, physically or digitally, so that students can see the subtle changes and identify how each position is made.
4. Complete a warm-up session with the students using a game of ‘Tag’. The game takes place within a restricted space. One person is nominated as ‘it’ and tries to tag all the other students until there is only one person left untagged. This untagged person then swaps

Activity: Force and Flow

roles and becomes 'it'. When the 'it' student tags another that student must then 'explode.' The rules for exploding mean that students must make visible and loud noises and actions as if they are exploding. They need to use their whole body. Encourage students to 'explode' using the higher end of the energy scale. Everyone can be asked to repeat their 'explode' until the right amount of energy is displayed. Once a person has 'exploded' satisfactorily they stay in their place on the floor for the rest of the game.

5. Follow this activity with a game of 'Puppets'. Divide the class into pairs where one student is the puppet and the other is the puppeteer. Advise the puppet that their torso is held, and only the limbs and head are floppy. The puppet has imaginary strings on the knees, the back of the wrists, and the back of the neck. The puppeteer pretends to pull on these strings (about 40cms from the limb) to direct and control the movement of the puppet. To indicate release of the string, the puppeteer makes a small gesture such as a flick of the wrist. When a string is released, the puppet loses all effort and collapses that part of the body. Start this activity with the puppet in a comfortable sitting position. Once confident, the pairs can incorporate locomotion. Swap pairs after a few minutes.
6. As a class, discuss the last activity and have students evaluate and explain:
 - a. What happened when they were pulled and released as a puppet?
 - b. Was it hard to coordinate movements between the two students?
 - c. How interesting was the activity and what level of concentration was needed?
 - d. What would you do differently if you had a chance to do the activity again?
 - e. Did the activity allow you to be creative with movement?
 - f. How would you change the activity the next time you presented it?
7. Have students complete **Student Activity Sheet E23.4: Effort Scale** to consolidate their understanding of how energy, space and time were used through this session.

Download

- Student Activity Sheet E23.4: Force and Flow (This will include words such as explode, flop, drop, pow, slam, trickle. Students are asked to assess their efforts and energy levels.)

Useful resources

- Ausdance Video Segment 9 -Safe Stretching Yoga Poses.
- Ausdance Video Segment 4 - Safe Warm Up, Basic Contemporary Dance.
- [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:

E23.4
Force
and
Flow

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Clip:

BFF: Best Friends Forever
Energise Me

Effort Scale

For each action word, indicate the level of energy required on the scale and use some similes and other words to further describe the action

POW!

1. Explode

1 2 3 4 5 6 7 8 9 10

Describing words

2. Flop

1 2 3 4 5 6 7 8 9 10

Describing words

3. Slam

1 2 3 4 5 6 7 8 9 10

Describing words

4. Fling

1 2 3 4 5 6 7 8 9 10

Describing words

5. Whirl

1 2 3 4 5 6 7 8 9 10

Describing words

6. Pow

1 2 3 4 5 6 7 8 9 10

Describing words

7. Pat

1 2 3 4 5 6 7 8 9 10

Describing words

In the boxes below, name three different moves that you saw in the game of "explosive tag". They could be your own moves or some of your fellow students' moves. Then cut the move names out and paste them at the appropriate point on the effort scale

In the boxes below name three moves from the puppet activity, then cut them out and paste them at the appropriate point on the effort scale