

## Episode 17: A Midsummer Night's Dream

### Clip: Staged Fighting

#### Activity: In-situ Dance

#### Theme: Dance Skills

#### Elements of dance: body, space, relationships

1. As a class, view the clip, *Staged Fighting*, where the students learn about and perform the choreography for *A Midsummer Night's Dream*. The ballet is set outdoors. The characters in *Dance Academy* are taken on camp to experience dance in nature. Being outside changes how movements can be performed. Dancers no longer have an even wooden surface to perform on. There is dirt, uneven ground, heat or cold and obstacles. But there are also unusual textures, scents, sounds and views that can positively affect and inspire ideas and movement.
2. As a class, watch the two YouTube dance videos:
  - a. [Corridor](#)
  - b. [Stephan Koplowitz: TaskForce UK Chapter 6 \(site-specific dance\)](#)
3. In the classroom, have the students explore the walls of the room:
  - a. Create a short movement phrase with a gesture, a turn, a fall (or a collapse, half collapse), a pushing action, a long pause and three other movements of their choice.
  - b. Ask students to then select a flat wall/surface that will not move when leaned on. Individually, they will change their phrase so that it becomes a wall phrase, leaning into and moving along the wall. The wall supports their action and helps them in some way.
  - c. Have students reflect on the height of the wall, its texture, and the sounds that they make. Ask students to take some of these qualities into their dance (i.e. if a wall is very tall, they might emphasise this by really expanding the size of some actions and making others very small).
4. Having explored a phrase in a known space, now take the students on an excursion either in the school grounds or further afield. Ask the students to choose a location and/or surface and to perform their phrase on that surface.

5. Now ask the students to really look at the space they have chosen and list as many observations as they can about it. For instance, if the site is an enormous tree, the students may observe the smells, the roots, the bark's texture, the curved trunk of the tree, whether or not they can put their arms around it, its height, available branches, any knots or distinctive features, how the site makes them feel.
6. Allow the students some time to adjust their phrase to accommodate the site so that the dance seems to be made for and created in the site. If possible, film each student's phrase and have them view it as a play back.
7. Extension activities could include selecting another site and allowing small groups of students to choreograph a longer dance (up to one minute) in that space. Or, depending on the space, the performance could be part of a community celebration, a Dance Week activity or a school event.
8. Ask students to respond to their experience on **Student Activity Sheet E17.3: Student Response Sheet**

### Download

- Student Activity Sheet E17.3: Student Response Sheet

### Useful resources

- Ausdance Video Segment 4 - Safe Warm Up, Basic Contemporary Dance.
- Ausdance Video Segment 11 -Basic Mirror Activities.
- Ausdance Video Segment 10 -Trust Activities for Partner Work.
- [Ausdance Factsheet 16: Caring for the dancer's body](#)
- [Ausdance Factsheet 7: Safe dance floors](#)
- [Ausdance Factsheet 13: Safe spaces for dance](#)
- [Ausdance Factsheet 11: Producing a dance performance](#)
- [Dance Academy \(first year\) website](#): (Click on backstage, select the "behind the scenes" clapper board and watch the first clip: Sammy and Christian in rehearsal, blocking moves for a fight/dance.)
- YouTube clip, example in-situ dance: [Corridor](#)
- YouTube clip, example of site specific dance: [Stephan Koplowitz: TaskForce UK Chapter 6](#)



NAME: .....

Student Activity Sheet:  
Activity:

E17.3  
In-situ  
Dance

Episode 17:  
Clip:

A Midsummer  
Night's Dream  
Staged Fighting

## Student Response Sheet

- Dancing in the outdoors can change a dance completely.
- Dancing while incorporating other parts of your environment can also completely change a dance.
- Using your five senses, describe how dancing outside felt to you...

Sight	Smell	Sound	Taste	Feel

Now use your emotions. How did you feel about dancing outside? Try to explain why you felt the way you did.


**Episode 17: A Midsummer Night's Dream**  
**Clip: Staged Fighting**

From the first dance you made, how did your dance change when you put it up against a wall?  
Try to give more detail than just how the moves changed.
