

Episode 11: One Perfect Day

Activity: Making New Work**Theme: Dance Skills****Elements of dance: body, space, time**

1. As a class, view the clip, *Original*, where Ethan discusses his choreographic ideas with his mentor and is advised not to be too “clever” about his work but to take “...inspiration from life”. He sees Tara dancing with a ribbon and is inspired by her joy of movement and the movement of the ribbon.
2. As a class, discuss the requirements for a dancer to dance a ‘solo’. Have students brainstorm what preparation would be needed when preparing to dance: physically, mentally, and expressively. As a class, consider a range of ideas as broad as an emotion, a colour, a contrast of colours, a story, a dream, the seasons, weather, a personal experience, a texture, a game. Explain to students that complicated ideas may be too complicated to express in dance, so have them think of some simpler, elementary ideas to start.
3. Ask the students to think of three ‘ideas’ that could be suitable concepts for a contemporary dance solo. Using these ideas, they are to think about and make a selection of appropriate movements that express the concept of the dances.
4. They are to consider the
 - a. music that will support the dance ‘ideas/concepts’
 - b. beginning, middle and end of the dance solos
5. Once they have planned out three ideas, they are to select their best idea to develop further. Ask that students don’t mime to or copy the lyrics, but to use the beat and the rhythm to propel the dance. Ask students to use the dance action words (see Useful resources) to help identify the kinds of movements they want in their solo.
6. Direct students to the **Student Activity Sheet E11.3: Dance Making Chart** and have them complete the chart with the movement and poses for their dance solo.

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7. Each student should fully develop their selected idea into a 30 second solo that they will perform for the rest of the class. As an introduction to the dance they are to explain to the audience what their concept is, why they chose it, and what dance perspectives did they incorporate into the choreography.
8. The audience should develop a set of criteria to peer assess the performances and provide evaluative feedback to each student.

Download

- Student Activity Sheet E11.3: Dance Making Chart
- Ausdance Dance Action Words A
- Ausdance Dance Action Words B
- Ausdance Dance Action Words C

Useful resources

- [Ausdance Factsheet 7, Safe dance floors](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance National website](#)
- [Contemporary dance.org: The Art of Choreography](#)
- [eHow, How to choreograph a dance routine](#)
- Sofras P, *Dance Composition Basics: Capturing the Choreographer's Craft Human Kinetics*; Pap/DVD edition (January 20, 2006)
- Smith-Autard, J. *Dance Composition: A practical guide to creative success in dance making*, A&C Black; Pap/DVD edition (August 3, 2010)

NAME:

Student Activity Sheet: E11.3
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Clip: Original

Dance Making Chart

