

Activity: Performance Costs**Theme: Dance Knowledge, Production**

1. As a class, view *Dance Academy* episode 13, *Family*, where Tara discovers that her parents have been making many sacrifices to enable her to attend the Academy. As the farm is in danger of closure, she must make a decision about whether she stays at the Academy, or leaves and returns to help her family.
2. Explain to the students that in the world of professional dance, performances (even free ones) have a cost to the producer. For independent dance, the producers are usually the dancers themselves who are often also the choreographers, designers, promoters, performers and fundraisers. They need to rent a rehearsal venue and performance venue and pay for the rights to use selected music (which includes copyright), organise and pay for transportation, hire lighting and sound equipment, design, make or commission costumes, sets and props and pay for the production and distribution of promotional material.
3. As a class, discuss the organisation of a class dance performance. It is to be a public performance for invited guests and the general public. As a class, develop a list of work and items for purchase that would be involved in coordinating this performance. The students will need to discuss ideas for dance items, costumes, music. As a class, agree to the parameters (scale and focus) for the performance.
4. From the list of duties that need to be performed for the production, group them under the headings: Pre-production, Production and Post-production. Divide the class into three groups and allocate one of the categories to each group. Have students develop a budget for what is needed in their category for the dance performance. Ask students to use **Student Activity Sheet E13.5: Budget for Performance**.
5. When completed, have the three groups come together and combine their budgets. Assess whether they have left anything out and adjust the total budget accordingly. Have students evaluate whether the budget is realistic for the performance they want to give. As a group, discuss the amount that the students will need to raise in order to make the performance viable.
6. As a class, discuss ideas for a performance. These ideas may include performing a cultural dance, social dance, original composition, a story (for instance for young children, the

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performance might be based on a book such as *Where the Wild Things Are* or *Owl Babies*), the performance might be thematic (for instance a circus theme with juggling, tumbling, dances based on balancing or flexibility).

7. Conduct a class warm up activity and divide the students into small groups to work on different routines, based on interest and skill.
8. Discuss the needs and interests of the audience and appropriateness of music and themes in this context. Note that performance space and dancing surfaces may affect what can and can't be performed.

Download

- Student Activity Sheet E13.5: Budget for Performance

Useful resources

- [Ausdance Factsheet 7, Safe dance floors](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance Factsheet 11, Producing a dance performance](#)
- [The Foundation for Community Arts budget sample](#)
- [Theatre budget Template and explainer](#)

NAME:

Student Activity Sheet:
Activity:

E13.5
Performance
Costs

Episode 13:
Clip:

Families
Money

Budget for Performance

When planning a performance you need to consider the cost. The table below has some predicted items of income and expense, please add your own, or cross some out if you won't use them.

Expenses (Items needed for performance)	Predicted Cost	Income	Predicted Income
Costumes		Fundraiser	
Music		Ticket sales	
Venue			
Flyers			
Tickets			
Total	a.	Total	b.

Add up the total of the predicted cost of expenses and predicted income. Ideally the number next to **b.** is bigger than the number next to **a.**

If it is not, you will need to cut some of your expenses to make figures **a.** and **b.** balance.