

## Episode 16: Free Falling

### Clip: The Fouetté

#### Activity: Physical Skills

#### Theme: Dance Skill

#### Elements of dance: body, time, dynamics

1. As a class, view the clip, *The Fouetté*, where Tara is made to perform multiple fouettés: a turn on one leg, with the 'working leg' extending to the front, whipping to the side, and the lower leg coming into 'retire' (foot to the knee of the 'supporting leg'). The fouetté is an example of an advanced technical skill in ballet.
2. As a class, discuss and list similar high level skills that are performed in sports. For example, the 'mark' in AFL, a 'dunk' in basketball, or an 'ace' in tennis. Have the class consider other dance styles: What would their equivalent be?
3. Have the class perform warm up exercises. In the warm up, ask students to demonstrate a physical skill they possess regardless of whether it is a sport skill or a dance skill.
4. Divide the students into smaller groups of three and have students demonstrate their skill to other members of their group. Each group should select three or four of the skills to highlight as a group. All members of the group must be able to safely execute these moves. If they cannot, they should select or invent others. (Remember that the skills can be based on strength, coordination, agility, flexibility, speed, repetition or balance, or a combination of these. For instance, a skill may be standing on one leg for an extended period of time, or the ability to pat one's head and rub one's stomach at the same time – this reminder will support those students who don't recognise their existing skills, while challenging the more skillful to consider alternative approaches.)
5. Once each of the groups have selected the skills they will concentrate on, have the groups generate a movement phrase that highlights the skills. Before performing, pair groups to provide feedback for each other.
6. Ask each group to perform for the other group, and provide feedback on the  
**Student Activity Sheet E16.2: Physical Skills Feedback Sheet.**

#### Download

- Student Activity Sheet E16.2: Physical Skills Feedback Sheet

### Useful resources

- [Ausdance Factsheet 16, Caring for the dancer's body](#)
- [Ausdance Factsheet 7, Safe dance floors](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance Factsheet 14, First aid for dancers](#)
- [Ausdance Factsheet 18, Occupational health & safety for the dance industry](#)
- [Ausdance Factsheet 11, Producing a dance performance](#)
- [Ausdance Factsheet 12, Healthy bones for a female dancer](#)
- Ashley, L, *The Essential Guide to Dance*, 2nd ed. Hodder Arnold, London, UK, 2002.



NAME: .....

Student Activity Sheet: E16.2  
Activity: Physical Skills Feedback Sheet

Episode 16 : Free Falling Fouetté

## Physical Skills Feedback Sheet

### A guide to good feedback...

When giving feedback, always start with something positive. This should help ease the nerves of the people receiving feedback. Write here just ONE thing that you liked the most about the performance. Try to make this include everyone in the group, not just single out the best performer.


Before you go into all the other things that you liked, write what you *didn't* like here:


Still, before you go into all the other things that you liked, write how to *improve* on what you didn't like, so that the group can benefit from your feedback.


Now you can write about everything else that you liked. The best feedback doesn't repeat itself, so be sure to be really clear.


Now give yourself a pat on the back for helping someone else improve their dance and their confidence.