

Episode 17: A Midsummer Night's Dream

Clip: Staged Fighting

Activity: Tied Together

Themes: Dance skills, Health and Wellbeing

Elements of dance: body, space, relationships

1. As a class, view the clip, *Staged Fighting*, where there are fights within fights: Kat and Tara's disagreements come to a head while Sammy and Abigail fight about revealing their relationship, all within the staged fight choreography of *A Midsummer Night's Dream*. A fight with others is generally the result of not seeing another person's point of view. Discuss with the class the reasons that people start a 'fight'. Ask students to consider a time when they have had a fight with someone. Have them imagine they are the other person, and how they would react to the situation.
2. As a class, research well-known fairytales that have been re-written from the villain's perspective. For example, read or tell the traditional story of *The Three Little Pigs* and then read *The True Story of The Three Little Pigs* by Jon Scieszka which is told from the wolf's point of view. In this version, the wolf claims he was framed.
3. Divide the class into smaller groups so that they can discuss the story elements from each perspective, the factual contrasts and similarities. Have the students complete **Student Activity Sheet E17.6 Point of View Venn Diagram** to show these differing perspectives.
4. As a class, discuss what the students feel is the real truth and vote on whose version of events they believe. Not only do we need to trust certain people in our life and see their point of view, we sometimes need to modify our actions and goals to accommodate other people's needs.
5. Divide the class into pairs and tie them together (this may simply be the back of one person's right arm being in constant contact with the back of their partner's left arm). They should stay like this for 15-20 minutes.

Episode 7: A Midsummer Night's Dream

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6. Ask students to decide on a number of activities that they must do together while tied together, for instance: write a letter, fold it, place it in an envelope and address it; clean out a cupboard; sweep a floor, stack chairs. They are then to perform these activities while they are tied together.
7. After the activity, as a class, discuss the activities performed. Ask students the following questions:
 - a. In what ways did you have to compromise your opinion of what you wanted to do?
 - b. Did you have to consider your partner's point of view?
 - c. What were some of the difficulties you encountered while being tied together?
 - d. How did you resolve any difficulties that came up during the activity?
8. Have the class consider how they could incorporate this style of partnering in their dance performance. For example, they could use mirroring techniques as an example of cooperation but also use back to back dancing to show opposition and contrast.
9. Have each pair develop a short phrase showing either mirroring or contrast, and perform the phrase for the rest of the class.

Download

Student Activity Sheet E17.6: Point of View Venn Diagram

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 19: Fuelling the dancer](#)
- [Ausdance Factsheet 11: Producing a dance performance](#)
- *Scieszka, J, The True Story of The Three Little Pigs, 1996.*



NAME:

Student Activity Sheet:
Activity:

E17.6
Point of View
Venn Diagram

Episode 17:
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A Midsummer
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Point of View Venn Diagram

There are several versions of the fairytale '*The Three Little Pigs*'. Some are told from the pigs' point of view and some are told from the wolf's point of view. Record the differences and the similarities of the pigs' point of view and the wolf's point of view in the Venn Diagram below.

The Pigs' Story Only

Both Stories

The Wolf's Story Only

