

**Clip: Pas de deux**  
**Episode 4: Minefield**

**Activity: Unity**

**Theme: Dance Skills**

**Elements of dance: body, space, time, dynamics, relationships**

1. After viewing the clip, *Pas de deux*, have students sit in a circle and ask students to consider the following questions:
  - a. Symbolically, what do circles represent?
  - b. How are the symbols of circles used in different cultures/ethnic communities?
2. Ask students to consider the relationship between circles and the concept of 'unity'. Unity is one of the elements that represent good collaboration, particularly when dancers are working together.
3. Have students participate in the following activity to better understand 'unity' in dance. Make sure that they watch and do the *Ausdance Safe Warm Up* video tutorial first (see Useful resources).

**Activity: Group work**

- a. All students stand in a circle, facing inwards. If the class is large, divide the class into groups of 10–12 students.
- b. They turn 90 degrees to the right so that they are now standing behind one another, left shoulder to the inside of the circle.
- c. Ask them to make the circle tighter by stepping closer and closer so that they are virtually chest to back. No gaps should be seen.
- d. As one, on the count of 4, the students will lower themselves as if to sit on a chair. The person behind them will form the chair with their knees and thighs. The best result will be when the students can sit in this position for at least 8 slow counts, without any student collapsing the circle.

**Activity: Mirroring work**

Before commencing the activity, view the *Ausdance Basic Mirror Activities* video tutorial (see Useful resources).

In pairs, have students face one another. One student is the leader, the other is the follower. The intent of the follower is to produce exactly the same movement as the leader at exactly the same time.

- a. Use music with a slow tempo to assist students. The mirroring work can be very difficult if the movement is too quick, so encourage students to move slowly at first.
  - b. Have students swap roles and complete some movements. Have students swap again, but now allow the leader to travel around the room, essentially taking their partner on a journey. Encourage them to continually change the way they move to challenge their partner. Have students swap roles again and complete the movement.
4. Ask students to consider a flock of birds or a school of fish; Is there a leader, or is it a group mind process? In groups of approximately six students, have students form a solid triangle shape. Students should make up the area within the triangle's perimeter. The person at the front will travel around the space with the rest of the students following. All students should maintain the triangular shape as they move. Ask students to change the leader to another point in the triangle and then they will lead the group by changing directions. The person in front then takes over the role of leader.
  5. Allow students 10 minutes to create a dance phrase of 16–32 counts where all the movements are performed in unison. Have students rehearse this so that no verbal prompts are required. Encourage students to perform their dance phrase for the whole class.
  6. Ask each group to evaluate at least one other group using the **Student Activity Sheet 4.2: Unity: Evaluation Sheets**. Students should provide constructive feedback in their evaluation on their own group and the performance of at least one other group.

#### Download:

- Student Activity Sheet 4.2: Unity: Evaluation Sheets

#### Useful resources:

- Ausdance Video Segment 4 – Safe Warm Up, Basic Contemporary Dance.
- Ausdance Video Segment 11 – Basic Mirror Activities
- [Ausdance Factsheet 16, Caring for the Dancer's Body](#)
- [Ausdance Factsheet 7, Safe Dance Floors](#)
- [Ausdance Factsheet 13, Safe Space for Dance](#)
- [Ausdance, Factsheet 14, First Aid for Dancers](#)
- [Children's dance games for teachers](#)
- [Every art, Every Child: Dance: Pass the Movement](#)



NAME: .....

Student Activity Sheet: E4.2  
Activity: Unity

Episode : Minefield  
Clip: Pas de deux

## Unity: Evaluation Sheets

When watching each performance consider what the performers were trying to achieve. Keep this in mind while completing the PMI Chart below.

### Performance 1 (your own group)

Performers: \_\_\_\_\_

What did the dance portray?

<p>PLUS</p> <p>(What worked well for you)</p>	<p>MINUS</p> <p>(What didn't work for you)</p>	<p>INTERESTING</p> <p>(Other interesting notes)</p>
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### Performance 2

Performers: \_\_\_\_\_

What did the dance portray?

<p>PLUS</p>	<p>MINUS</p>	<p>INTERESTING</p>
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### Performance 3

Performers: \_\_\_\_\_

What did the dance portray?

\_\_\_\_\_

PLUS



MINUS



INTERESTING