

Sydney Catholic Schools Performing Arts



# THE SCHOOLS EDITION

# DANCEWORKS

## 2018



Sydney Catholic Schools

## TELLING STORIES

**DanceWorks Schools Edition (DWSE) is a school-based program targeting talented student choreographer/performers to develop original work around a given theme. The 2018 theme was the Year of Youth.**

An online [composition resource](#) presenting a series of images was available as a visual stimulus to aid construction of the concept of the work. An [online choreographic process resource](#) was available to assist in the analysis of the work and development of this study guide.

Schools selected and submitted their student works for selection for a live performance and film recording for the online 2018 DWSE Resource for Sydney Catholic Schools.

This online classroom resource focuses on the strands of composition, appreciation and performance. It highlights the power of the art form of Dance, to allow students to think critically and engage with other students through collaborative and authentic learning.

## RATIONALE

1. Building capacity of teaching dance and contributing to wider school community dance network
2. Utilise the resource as a stimulus into dance composition with links to other key learning areas
3. Identify and maximise growth of student choreographers and original works around a given intent
4. Deep, rigorous engagement with content and development of innovative works for submissions for performance
5. Provide authentic learning opportunities for students to collaborate, discuss, question, research and create dance
6. Develop pathways for transition between primary and secondary





## DANCE PRACTICE

During the rehearsal, filming and performance, strict safe dance guidelines were considered.

- Safe dance included stretch and warm up techniques for endurance, flexibility and core strength
- Working within the dancers' range of capabilities
- Rehearsal and revision of prior choreography
- Refining of choreography considering dance elements – (space, time, dynamics, relationships, action, structure)
- Allocation of ensemble into smaller structured pieces including small group, duet and solo work
- Reflection and notes on strengths, challenges and extending student capabilities in both composition and performance

## DANCE ELEMENTS

[Explainer Video Link](#)

**SPACE** – where

**TIME** – when

**DYNAMICS** – how

**RELATIONSHIPS** – who

**ACTION** – what

**STRUCTURE** – form

All of the DanceWorks used the above dance elements in composition, performance and analysis.



<b>1. THIS IS ME</b> St Andrew's Primary Malabar STAGE 3	<i>This dance shows the value of standing together and being proud of who we are highlighting the strength shown when we are together.</i>
<b>2. TITANIUM</b> St Christopher's Primary Holsworthy STAGE 3	<i>This composition shows how bullying used to be written on notes and passed around but now can be instantly shared via digital technologies. The dancers show that they can stand strong against this. The accompaniment chosen - Titanium, reflects this idea.</i>
<b>3. THE MISSING PIECE</b> Our Lady of the Rosary Primary Kensington STAGE 3	<i>The composition focuses on the concepts of acceptance, choice, friendship, unity and courage. It reflects upon life as journey from youth to adulthood. Life is full of ups and downs. Over time we all experience changes and conflict. It is important to learn to love who you are and treat others with respect.</i>
<b>4. YOUNG BLOOD</b> Mount St Joseph Milperra STAGE 5	<i>The intent of this piece is to show that no matter how old you are you will always have youthfulness in you.</i>
<b>5. THIS IS ME</b> St Therese's Denistone STAGE 3	<i>This solo composition is about the freedom and energy of being youthful and the celebration of individuality.</i>
<b>6. A MILLION DREAMS</b> St Andrew's Malabar STAGE 3	<i>This composition is a reflection of an elderly man who looks through a mirror to remember his dreams. He takes a leap of faith with his young wife to fulfil their dreams and as they age they look to the younger generation who dance their dreams. The cycle continues as today's youth dream of their future.</i>
<b>7. MIC DROP</b> Freeman Catholic College Bonnyrigg Heights STAGES 4,5,6	<i>This performance represents the diversity of ability and culture one team can have. The intent of this piece is to demonstrate the array of talent between the youth of our school community effectively bridging the gap between junior and senior students through dance. This ensemble demonstrates how the unity of dance brings about commitment, dedication and hunger for success that not only unifies a team but spills into their everyday life.</i>

SCHOOL: ST ANDREW'S PRIMARY MALABAR

STAGE: 3

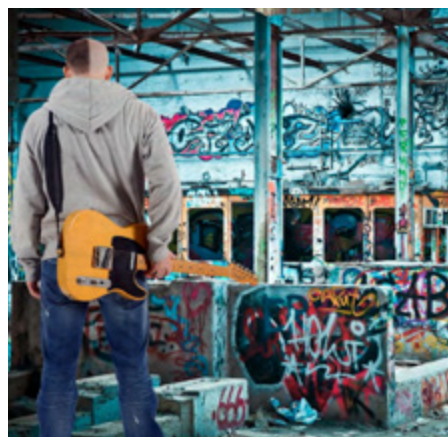
LINK: [WATCH VIDEO HERE](#)

## TITLE/SUBTITLE

This Is Me

## WHAT IS THE INSPIRATION?

The inspiration was from the photos provided in the DanceWorks stimulus package. The boy alone reminded us of someone sad and alone, possibly bullied or not accepted. The second photo was a reminder of that people who look different may not be different on the inside. From there we used the song, 'This is Me', to link from being alone and ashamed to the value of standing together and being proud of who we are and the strength when we show when we are together. This was represented in the team photo and the last photo of many young people together and strong.



## WHAT IS THE DANCE ABOUT?

This dance tells a story about bullying because the dancers are separate from each other then come back together. The work tries to show that being separate is weaker than being together and united. One dancer starts on their own and then more and more people come together and help each other.

## HOW DOES THE DANCE TELL THE STORY?

**SPACE:** The dancers began far from each other, started helping each other and came together as a group. Pathways were used to unite the group moving from singular to small groups to whole group, signifying the way a group can build on strength.

**RELATIONSHIPS:** are used to show connection, solidarity and support.

**TIME:** Canon and unison were used to show the importance of inclusion and the importance of building relationships to show strength.

**ACTION:** The actions of moving apart, throwing the jumper and moving back together, illustrates the changes in relationships to build resilience and make you stronger.

**DYNAMICS:** The group used energy to give strength to the performance and highlight the ways we can each be different but also work together and accept these differences.

SCHOOL: ST ANDREW'S PRIMARY MALABAR

STAGE: 3

LINK: [WATCH VIDEO HERE](#)**THINGS TO THINK ABOUT AND DO**

Bullying is a real issue particularly with our youth and fitting in with peers can be sometimes difficult. Standing up and not being ashamed should be encouraged which is what the song, "This Is Me" portrays.

"...I am brave, I am bruised, I am who I am meant to be, this is me..."

**BEFORE VIEWING**

View the clip '[The Story Behind The Making of the Movie](#)' and listen to the song "This Is Me" performed by Keala Settle, The Greatest Showman Ensemble

- List 3 qualities that make you strong or brave
- List 3 qualities that challenge you
- List 3 qualities that you are proud of

**AS YOU VIEW**

View the choreography, This Is Me.

- How do the dancers show the theme of bullying?
- Describe the dynamics or movement quality of the dancers. Was their energy strong or light?
- Identify 3 actions that use relationships to show connection, support and solidarity.

**AFTER VIEWING**

Did the musical accompaniment suit the work?  
Is the theme of bullying relevant to our Youth today? If so why?  
Create short phrases of 8 beats using each of the contrasting actions below to show:

- Connect and disconnect
- Inclusion and exclusion
- Together and apart
- Strong and weak
- Same and different





SCHOOL: ST CHRISTOPHER'S PRIMARY HOLSWORTHY

STAGE: 3

LINK: [WATCH VIDEO HERE](#)

## TITLE/SUBTITLE

Titanium

## WHAT IS THE INSPIRATION?

Inspired by David Guetta's song, "Titanium" featuring Sia, the work aims to confront the idea of bullying. "Be As Strong as Titanium". The intent is to show the impact of bullying. In the past, children would write and pass notes about others but they could just be thrown out and forgotten about. Now notes can be shared via technologies and not as easy to just delete and forget. The intent is for the audience to know that you can ignore and stay strong and believe in yourself.

## WHAT IS THE DANCE ABOUT?

Anything can be overcome if we work together. In 2018, bullying is in your face now with technology. The message is that youth can be strong enough to overcome it.



## HOW DOES THE DANCE TELL THE STORY?

**SPACE:** Dancers begin in their own spaces then move to lines to work in pairs and then join together in small groups as well as dancing together and filling the space when in lines. Beginning in levels for solo section, circling around 2 central girls, looking at directional lines and groups throughout always emphasising the story and theme.

**RELATIONSHIPS:** This strongly drives the work because of the theme of bullying and the relationship between the groups in the beginning and how this changes throughout the dance from solo, to partner to groups to show the strength of the main character supported by her friends.

**TIME:** The music is slow and gradually builds and so the movements reflect this. Rhythmic walking and canons are in beat with the music.

**ACTION:** Many shapes and directional lines are used throughout the work.

**DYNAMICS:** is seen when the dancers move from solo to group dancing contrasting strong and soft movements as seen in the diagonal line section.

SCHOOL: ST CHRISTOPHER'S PRIMARY HOLSWORTHY

STAGE: 3

LINK: [WATCH VIDEO HERE](#)

## THINGS TO THINK ABOUT AND DO

## BEFORE VIEWING

Consider the properties of titanium, which are a combination of:

- high strength
- stiffness
- toughness
- low density
- good corrosion resistance
- allow weight savings in aerospace structures and other high-performance applications
- ability to withstand extremes of temperature

How can these properties be translated into movement using the dance elements of dynamics, space and relationships?

Improvise actions lasting 4 beats for each property.

Read the [lyrics of "Titanium" by David Guetta featuring Sia](#).

Create actions lasting 8 beats for the following contrasting words or phrases:

- loud and soft
- taking aim
- ricochet
- up and down
- win and lose
- rise and fall
- hard and soft

## AS YOU VIEW

How have the dancers explored lines, canons and patterning?  
Explain the use of symbols/props in the work? (phone action and paper)

## AFTER VIEWING

Brainstorm possible ways you can incorporate a piece of technology into a story dance.

Describe the expression in the work. How can you express an emotion with a partner?

List the emotions you could represent.

Create phrases of 8 beats for each emotion.

- Sadness
- Anger
- Pride
- Compassion

In small groups compose a short piece moving into different formations for each emotion. Experiment with using canons.



SCHOOL: OUR LADY OF THE ROSARY PRIMARY KENSINGTON

STAGE: 3

LINK: [WATCH VIDEO HERE](#)

## TITLE/SUBTITLE

The Missing Piece

## WHAT IS THE INSPIRATION?

The intent is for the audience to relate to the dance of fitting in and finding your place.

Inspired by the following ideas that guide youth on their journey through life:

Things in life happen for a reason.

There is no good without bad.

Live life to the fullest.

Live with no regret and take risks.

Life is like an ocean, the waves of life can be rough or smooth.

The dance was based on the themes of change, freedom, contrasting youth to adulthood, acceptance and standing out from the crowd.

## WHAT IS THE DANCE ABOUT?

A unified dance was created made from movement patterns and sequences representing the theme.

## HOW DOES THE DANCE TELL THE STORY?

**SPACE:** is used by moving bodies into different positions and shapes and exploring levels.

**RELATIONSHIPS:** The dancers worked together and moved both individually and separately.

**TIME:** is used in the dance by contrasting tempo and movement by the sudden changes of speed.

**ACTION:** Unique body shapes are created when a variety of body parts in isolation and in co-ordination with others are performed.

**STRUCTURE:** Certain actions and sequences are repeated to give unity to the dance.



SCHOOL: OUR LADY OF THE ROSARY PRIMARY KENSINGTON

STAGE: 3

LINK: [WATCH VIDEO HERE](#)**THINGS TO THINK ABOUT AND DO**

The work represents how youth experience emotions, challenges, choices and hope for the future. This is a call to action to consider how as young people we can make everyone feel accepted and appreciated.

**BEFORE VIEWING**

List 3 emotions you have experienced today.  
Name one challenge that lies ahead.  
How does it make you feel?  
How will you face the challenge?  
What choices do you have?  
Consider the steps you will take to meet the challenge.

**AS YOU VIEW**

Identify 4 actions in the work that explore levels.  
Name an action or sequence that is repeated.  
Draw the formations or positions of the dancers.  
Identify a movement that applies a contrasting in tempo. (fast and slow)  
How did the 3 dancers use relationships to show their intent?

**AFTER VIEWING**

In groups of three, list positive qualities about each dancer. These may include:

kindness	gentleness	strength	resilience	caring
responsible	loyal	mature	creative	consistent
patient	thoughtful	fit	trustworthy	shows initiative
efficient	open-minded	logical	serious	supportive
assertive	hard-working	reliable	honest	practical
appreciative	capable	quick	sensitive	perceptive
motivated	versatile	educated	willing	experienced
resourceful	realistic	funny	friendly	imaginative

Choose 8 qualities that would represent the trio. Create actions to represent these. Construct a short sequence of 32 counts around the theme of appreciation.

Experiment with the following choreographic techniques:

- Use of locomotor patterns (travelling movements)
- Repetition and reversal
- Canon
- Use of level, direction and formation
- Start and finish in the same group shape

SCHOOL: MOUNT ST JOSEPH COLLEGE MILPERRA

STAGE: 5

LINK: [WATCH VIDEO HERE](#)

## TITLE/SUBTITLE

Youngblood

## WHAT IS THE INSPIRATION?

The intent of the work is to explore the journey of a young person and look at the relationships between individuals within a group. The lyrics of "Youngblood" by 5 Seconds of Summer and the intent of our piece relate to the theme of youth. The visual stimulus shows that no matter how old we are there will always be a bit of youthfulness in us.

## WHAT IS THE DANCE ABOUT?

Considering a young person's journey and the friendship and support they give and receive is reflected in the large and small group choreography and through the contact work present in the dance.

## HOW DOES THE DANCE TELL THE STORY?

**SPACE:** Using small and large performance areas represents the relationships between a group of individuals and their development along their journey.

**TIME:** Variations in tempo and using stillness emphasise specific moments in the piece.

**DYNAMICS:** The use of strong dynamics, direct, sudden and heavy create an energy filled piece.





SCHOOL: MOUNT ST JOSEPH COLLEGE MILPERRA

STAGE: 5

LINK: [WATCH VIDEO HERE](#)**THINGS TO THINK ABOUT AND DO**

Your journey as an adolescent - no matter what path you take you can always rely on your friends.

**BEFORE VIEWING**

Create a timeline of your life's journey so far listing significant people, places and events

- Birth
- Toddler
- Starting school
- Transition to high school
- Adolescence

Consider the lyrics below:

"...You push and you push and I'm pulling away

Pulling away from you

I give and I give and I give and you take, give and you take..."

Describe this relationship.

**AS YOU VIEW**

Plot the points of the formations of the dancers noting the difference between large and small performance areas.

Highlight the changes of tempo in the piece. What do you think the moments of stillness represent?

Identify actions within the work that utilise heavy, direct and sudden dynamics.

**AFTER VIEWING**

Each person creates 16 counts related to the theme of their journey.

Find a partner and spend time mirroring each others choreography.

Present this to the rest of the class for discussion.

How were the elements of space, time, dynamics and relationships used?

Contact improvisation: spend time with a partner creating a short sequence where the pairs support each other.

Trust exercise: In small groups, share 3 words which you feel help people in their life journey.

Example:

- Acceptance
- Trust
- Support

Using these words as stimulus, create a short dance.

Listen to the lyrics of the following accompaniments and choose one to suit your composition.

- ["Fix You" by Cold Play](#)
- ["Come Out and Play" by Billie Eilish](#)
- ["Made For Now" by Janet Jackson](#)

SCHOOL: ST THERESE'S PRIMARY DENISTONE

STAGE: 3

LINK: [WATCH VIDEO HERE](#)**TITLE/SUBTITLE**

This Is Me

**WHAT IS THE INSPIRATION?**

Inspired by the visual stimulus, the first image represents when you have a dream and you really want to succeed, you should never let go. You want to hold on tight because, who knows - something or someone can come right around the corner and make your dreams come true.

Image two is portrays the times that we feel failure but that we can pick ourselves up and strive for our dreams.

The third image was chosen because she is expressing her style in the way that shows who she is, no matter what anyone else thinks. That is the meaning of this work, expressing who you are and doing what you love. Being yourself!

The final image was selected because they are doing what they love and working as a team to succeed in what their goal is because we all have our own goal that we want to achieve.

**WHAT IS THE DANCE ABOUT?**

The dance is a lyrical dance and the song is "THIS IS ME" from "The Greatest Showman". The lyrics to this song have a massive connection to youth, expressing how someone feels. The intent is to let the audience know that no matter what they think of you, always be who you want to be and nothing people say can change anything about who you are. We are all beautiful and unique in our own ways and being yourself is the best that you can do. You are you and there's no point in changing.

**HOW DOES THE DANCE TELL THE STORY?**

**SPACE:** Contrasts in levels between high and low movement is representative of rising when we fall

**TIME:** Temporal variations are used as is contrasts between movement and stillness

**ACTION:** Controlled well executed movement is representative of determination and dreaming of success

**DYNAMICS:** Light, direct and sudden energy represents striving for your goals

SCHOOL: ST THERESE'S PRIMARY DENISTONE

STAGE: 3

LINK: [WATCH VIDEO HERE](#)

## THINGS TO THINK ABOUT AND DO

## BEFORE VIEWING

Discuss the following motivational ideas:

- Your dream can be anything you want it to be.
- 'Our greatest glory is not in never falling, but in rising every time we fall' Confucius.
- "The goal isn't to live forever it is to create something that will."

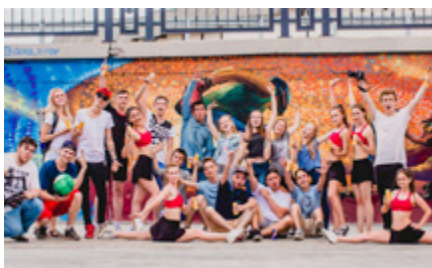
## AS YOU VIEW

Explain how the solo dancer captures the intent of the work.

Identify 4 actions that use level.

How does the dancer use direction and pathways? Draw these patterns.

Describe the movement quality of the dancer.



## AFTER VIEWING

Improvise actions around the following dynamic contrasts:

- fall and rise
- direct and indirect
- heavy and light
- sudden and sustained

Experiment with time and duration. Rearrange 8 beats to create a rhythm. Example:

- 1, 2, 3, 4, 5, 6, 7, 8
- 1 and 2 and 3 and 4, 5, 6, 7 and 8
- 1, 2, 3 and 4, 5 and 6, 7, 8

Using the lyrics below from "This is Me" from The Greatest Showman and the dynamic contrasts improvised earlier, create 3 counts of 8.

"...Look out 'cause here I come  
And I'm marching on to the beat I drum  
I'm not scared to be seen  
I make no apologies, this is me..."

Consider the following spatial elements:

- level
- pathways
- direction
- size and shape



SCHOOL: ST ANDREW'S PRIMARY MALABAR

STAGE: 3

LINK: [WATCH VIDEO HERE](#)**TITLE/SUBTITLE**

A Million Dreams

**WHAT IS THE INSPIRATION?**

Using the visual stimulus resource, a narrative form of dance emerged in the following sections:

- Old man still seeing himself in his youth. Looking through a mirror and remembering his dreams
- Goes to meeting his wife, taking a leap of faith to fulfil dreams
- Older now with younger generation dancing their dreams
- Final section represents Youth having dreams for a future.

**WHAT IS THE DANCE ABOUT?**

Use of costume assisted in telling the story of this narrative form.

**HOW DOES THE DANCE TELL THE STORY?**

**SPACE:** use of levels, shape, formations, direction and pathways

**TIME:** use of freeze and canon

**RELATIONSHIPS:** duet and small group, use of prop to symbolise intent

**DYNAMICS:** lyrical movement quality with a small percussive section

**STRUCTURE:** use of prop at beginning and end to bring unity to the work, four distinct sections of choreography to reflect intent



SCHOOL: ST ANDREW'S PRIMARY MALABAR

STAGE: 3

LINK: [WATCH VIDEO HERE](#)**THINGS TO THINK ABOUT AND DO****BEFORE VIEWING**

Compile a list of the hopes and dreams of the future.  
Name two of your favourite memories.

**AS YOU VIEW**

What do you think the following symbolise:

- Prop
- Costumes

Describe the movement quality of the duet?

Draw 4 of the movement patterns or formations created by the dancers.

Identify 4 low level actions

Identify 4 high level actions

Find the percussive section and compare the contrast of dynamics (energy) to the lyrical movement within the work.

**AFTER VIEWING**

In pairs create shapes that show contrasting:

- Levels (high/ low)
- Size of action (big/ small)
- Change in direction (right/ left, forward/backward, up/down)
- Balances (symmetrical/ asymmetrical)
- Action (locomotor/non locomotor)
- Dynamics (heavy/light, sudden/sustained, direct/indirect)

Create a short phrase of 32 counts including at least 4 of the above contrasts.

Join with another duet and teach and learn each other's phrases.

Choose one of the props below to include in your phrase:

- Chair
- Drama box
- Table
- Book

How can you create interest by improvising with position?

- On/ under
- In front/ behind/ next to

Experiment with freeze and canon somewhere in your phrase.

SCHOOL: FREEMAN COLLEGE BONNYRIGG HEIGHTS

STAGE: 4, 5, 6

LINK: [WATCH VIDEO HERE](#)**TITLE/SUBTITLE**

Mic Drop

**WHAT IS THE INSPIRATION?**

This performance represents the diversity of ability and culture one team can have. The intent of this piece is to demonstrate the array of talent between the youth of our school community effectively bridging the gap between junior and senior students through dance. This ensemble demonstrates how the unity of dance brings about commitment, dedication and hunger for success that not only unifies a team but spills into their everyday life.

Ultimately, this piece demonstrates the vibrancy of youth and the outstanding ability for young people to work together seamlessly. As an entirely student devised work, the piece also demonstrates the remarkable leadership of the senior students and their unique talents as dance choreographers. Not only have the three seniors choreographed all aspects of the work, they have also demonstrated their incredible leadership of a group of almost 30 younger students. The Youth of today have so much to contribute - this piece certainly exemplifies that.

**HOW DOES THE DANCE TELL THE STORY?**

**SPACE:** Levels are most notably used when the first and third lines alternate with the second in the final song. Formations are particularly important in this routine in order to showcase the unique talents of various individuals whilst still working as part of a cohesive team. Additionally, the element of dimension is employed in order to maintain interest as the piece continues, where students shift from a group pyramid, into a smaller diagonal line before coming back together with all dancers on stage.

**TIME:** This piece is quite long in its duration with the intent of demonstrating a unique use of beat, tempo and rhythm as it progresses. The compilation of various songs allows for the changes in timing to flow seamlessly. In the opening piece, accents are matched with the rhythmical pauses in the music. The accent of each movement hits the beat strongly, with the dancers bodies moving cohesively.

**RELATIONSHIPS:** The relationships between the members of our group are evident in the choreography of the piece. At the beginning of the routine, two students are highlighted to ignite interest in the performance through the use of an acrobatic movement. The ensemble then dances together, demonstrating the strength of relationships across the group. A small group is used in a diagonal line, indicating their ties to one another. To end the routine, our three student leaders dance in a trio, emphasising their leadership of the piece and commitment to the team. Finally, the whole ensemble re-unite to end the piece, exemplifying their group dynamic and the seamless leadership of the senior students.

**DYNAMICS:** The piece demonstrates strong dynamics through high energy and elements of both light and shade. Sustained and sudden movement is particularly noticeable in the large group sequence in the middle of the dance. The effect of this smooth and sharp dynamic creates interest and demonstrates heavy and light movement. Due to the length of the full dance, dancers are obviously using energy throughout, however, this differs depending on the tempo and speed of the music.



SCHOOL: FREEMAN COLLEGE BONNYRIGG HEIGHTS

STAGE: 4, 5, 6

LINK: [WATCH VIDEO HERE](#)

## THINGS TO THINK ABOUT AND DO

## BEFORE VIEWING

It would be helpful for the audience to consider the music video by [J. Balvin, Willy William performing Mi Gente](#) before viewing the piece as this inspired some of the choreography and group dynamics.

## AS YOU VIEW

How many different formations can you count throughout the routine?

Can you identify three movements in the second song that exemplify the accent of each movement hits the beat strongly, with the dancers bodies moving cohesively?



## AFTER VIEWING

Identify 3 examples of each of the elements of dance within the piece.

- Space – formations, direction, level
- Time – freeze, canon, contrasting tempo
- Dynamics – heavy and fast, light and sustained, light and fast
- Action – locomotor, non locomotor, narrative
- Relationships – trio, small group, whole group
- Structure – identify 3 sections/ songs within the work

Using the Mic Drop clip, learn 4 counts of 8 in a particular section. Change the formation and include a canon. Travel the movement. Play with relationships staggering the movement from solo to trio to small group to whole group.

Select an alternate song list that demonstrates a distinct variation in rhythm, tempo and beat and put the choreography to this new song.

Movement by Hozier

Use the Force by Jamiroquai

Ramalama Bang Bang by Roisin Murphy

Write a paragraph answering the following question:

How has the musical accompaniment influenced your work and use of the elements?