

Creating and Analysing Dance on Film

Module 6 – Thoughts on the Creative Process

1. Scene

1.1 Title slide

Creating and Analysing Dance on Film

Module 6 – Thoughts on the Creative Process

Fast Facts:

Time required - 00 minutes

Professional Teaching Standards

2.1.2 Apply knowledge of content and teaching strategies of the teaching area to develop engaging teaching activities

6.4.2 Undertake professional learning programs designed to address identified student learning needs

1.2 Points and tips

Points and Tips on navigating this module

Always use the *next* and *back* buttons to move through the module, except on question pages. When you answer a question correctly you will be prompted to click on the *continue* button.

You must select correct answers to move forward and progress through the module.

On some Learning Hub modules, the *next* and *back* buttons may be temporarily disabled on video slides for the duration of the footage.

You can use the drop down *menu* found in the top left hand corner of the module to gain quick access to a particular slides and video.

To complete the module and have it added to your activity record, you must progress through it slide by slide, watch all video footage and answer all questions correctly.

Resources to accompany this module are found on this Learning Hub web page, outside and below the module via the GREEN BUTTON, bottom right of the screen, labeled **Download Resources**

1.3 Synopsis

Sue Healey: Creating and analysing dance on film

This Learning Hub resource aims to provide teachers with the skills and knowledge about creating and analysing Dance on Film. This Dance on Film resource comprises of 6 chapters, each approximately 8 minutes in length. Each chapter is presented by Sue Healey, a professional Choreographer and Filmmaker and includes detailed interviews and video overlay, with each module focusing on a separate aspect of creating and analysing dance on film. Sue Healey's dance work *Fine Line*, is one of the HSC Dance Core Appreciation works and is referenced throughout this resource.

There are focus questions to be answered at the end of each module, and resources attached to the Learning Hub web page to accompany this resource.

1.4 Video

Video slide

1.5 Resources

Resources to accompany this module

There are useful resources to accompany this module, accessible via the green resources button in the bottom right hand corner of the screen under this module. You may need to scroll down to locate it.

Both the glossary of terms and the Quality Teacher Framework will be useful for writing teaching programs and engaging students with complex and rich language relating to analysing, discussing and writing about dance work on film.

1.6 1. What are the *benefits of dance for film as opposed to dance for stage?*

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	The dancer and camera execute the same choreography to enhance the intent of the work
	The camera hides technical flaws of the dancers outside the frame
	The camera enables multiple takes when filming
	The camera enables the audience to experience the dancers emotions directly

1.7 2 How does *film enable the audience to engage more with the dancer than live works allow?*

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	Film values what the body is saying by incorporating relevant camera angles
	Film allows the audience to be up close to the dancer
	The edit supports the filmmaker to highlight the important elements of the movement
	All of the above

1.8 3. How does Sue Healey incorporate music in her works?

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	The movement is choreographed to the music at the beginning of the process
	Selecting the music is the first step in the process
	The music develops with the composer as the work develops with the dancers
	The movement is created separately to the music and then they layer on top of each other

1.9 4. What is a storyboard?

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	A sequence of drawings representing the shots planned for the film, including movement, filming location, length of shot and type of shot, angle, music, characters required in the scene
	A sequence of drawings representing the shots planned for the film used when planning the choreography
	A sequence of drawings representing the shots planned for the film outlining the characters, camera angle, music and location of each scene
	A sequence of drawings representing the shots planned for the film including camera movement, filming location and characters

1.10 5. True or False? Sue always storyboards her work before filming

(Multiple Choice, 10 points, 2 attempts permitted)

Correct	Choice
	True
	False

1.11 Results Slide

(Results Slide, 0 points, 1 attempt permitted)



2. Lightbox

2.1 Links

Links :

Further reading see this dance film archive

[http://www.realtimedance.net/realtimedance/dance on screen](http://www.realtimedance.net/realtimedance/dance_on_screen)

BOSTES / HSC Dance

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/dance.html

The Arts Unit – Dance – Teacher Professional Learning

<http://www.artsunit.nsw.edu.au/dance/dance-teacher-workshops>

NSW Department of Education – Curriculum Support – Dance

<http://www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/dance/curriculummatters.htm>