

## Creating and Analysing Dance on Film

### Module 1 – Creating a Dance Work

#### 1. Scene 1

##### 1.1 Title Slide

## *Creating and Analysing Dance on Film*

### Module 1 – Creating a Dance Work

#### 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 slide***

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 is a dance film?**

*(Multiple Choice, 10 points, 4 attempts permitted)*

Correct	Choice
	A choreographed dance work specifically for film
	A film with dance throughout it
	A documentation of a dance performance
	Music video

**1.7 2. What is the stimulus for Fine Line?**

*(Multiple Choice, 10 points, 4 attempts permitted)*

Correct	Choice
	Dynamics
	Time
	Space

**1.8 3. Sue Healey discusses movement exploration for the film using aspects of Space.**

**Which aspects of Space does Sue discuss using when creating movement for the film Fine Line?**

*(Multiple Choice, 10 points, 4 attempts permitted)*

Correct	Choice
	Open Space, Closed Space, Performance Space
	Angles, Corners, Volumes, Planes
	Lines, Corners, Volumes, Planes
	Angles, Lines, Corners, Volumes, Negative Space, Planes

**1.9 4. What is the Soundscape of Fine Line?**

*(Multiple Choice, 10 points, 4 attempts permitted)*

Correct	Choice
	Japanese soundscape
	Arabic poetry recited (voice) and Electronica
	Develops from the previous soundscape
	English voice

**1.10 5. How many works are in the 'Niche' Series?**

*(Multiple Choice, 10 points, 4 attempts permitted)*

Correct	Choice
	5
	3
	7
	1

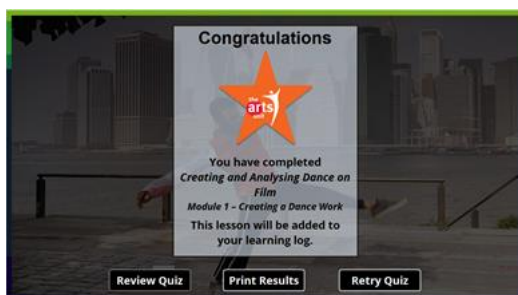
**1.11 6. Why are the costumes in Fine Line 'pared back'?**

*(Multiple Choice, 10 points, 4 attempts permitted)*

Correct	Choice
	Make the body stand out in the black space
	Allow the white lines to read
	To allow the angles, shapes and corners of the body to be read easily
	All of the above

**1.12 Results Slide**

*(Results Slide, 0 points, 1 attempt permitted)*



## **2. lightbox slide**

### **2.1 Links**

**Links :**

**Further reading see this dance film archive**

[http://www.realtimearts.net/realtimedance/dance\\_on\\_screen](http://www.realtimearts.net/realtimedance/dance_on_screen)

**BOSTES / HSC Dance**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/dance.html](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>