

Creating and Analysing Dance on Film

Module 4 – Dance Analyses

1. Scene

1.1 Title slide

Creating and Analysing Dance on Film

Module 4 – Dance Analyses

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. The form of Fine Line is

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	Live performance
	Dance film
	Both live and dance film
	Installation work

1.7 2. The structure of the work is described as

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	A, B, A
	Binary
	Accumulation
	Narrative

1.8 3. Early in the film, the camera ‘moves’ or ‘circumnavigates’ around the space. This type of camera movement is also known as

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	Dolly shot
	Panning
	Long Shot
	Still shot

1.9 4. Fine Line can be described as a metaphor for treading the fine line between

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	Connection and Isolation
	Creation and Destruction
	Fragility and Strength
	All of the above

1.10 Results Slide

(Results Slide, 0 points, 1 attempt permitted)



2. Lightbox

2.1 Links

Links :

Further reading see this dance film archive

http://www.realtimearts.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>