

Creating and Analysing Dance on Film

Module 3 - Organising Choreography for Film

1. Scene

1.1 Title slide

Creating and Analysing Dance on Film

Module 3 - Organising Choreography for Film

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. Choreography for film involves a vital relationship between which two elements?

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	Camera and the dancer
	Dancer and the viewer
	Viewer and the Camera
	Camera and the viewer

1.7 2. Sue Healey mentions various angles and proximities between the camera and the dancer, and their relationship to the intent of the movement. Select the correct list of filming shots discussed and shown at video point 2:35

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	establishing shot, close up, long shot
	close up, long shot, panning/dolly shot, still shot
	handheld shot, long shot, close up
	bridging shot, close up, arc shot

**1.8 3. Variation, Scale, Contrast and Angle of Shot are all important when making a dance film.
True or False?**

(Multiple Choice, 10 points, 2 attempts permitted)

Correct	Choice
	True
	False

1.9 4. In the work titled Time Will Tell, which element of dance is being manipulated in the editing process?

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	Dynamics
	Relationships
	Time
	Space

1.10 5. Healey discusses the use of the camera angles and proximity of the camera to create

(Multiple Choice, 10 points, 4 attempts permitted)

Correct	Choice
	differences in space, time and dynamics
	quality and sense of meaning between the movement, the camera and the viewer
	assisting to enhance the intent of a work
	all of the above

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.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

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>