

The Big Overseas Adventure

Years 4-10

Levels 3-4

Duration 1- many lessons

Take the class away on a world adventure in the classroom.

This is an adaptable Dance unit. It could be a short activity to explore Pathways and the use of the Dance Element of Energy, or it could be expanded into a much larger unit of work.

It could accompany topic studies about the world and its' people, transport and the early explorers.

Students work in groups to research a cultural dance, and use graphic notations of pathways to participate in a dancing adventure!

Key Competency

Relating to Others

The students will interact with others in paired, group and full class dance activities and discussions. They will listen to others, share ideas and use skills in negotiation to complete group dance composition tasks.

Achievement Objectives

Understanding Dance in Context (UC): Level 3

Students will explore and describe dance from a variety of cultures

Developing Practical Knowledge in Dance (PK): Level 4

Students will apply the dance elements to extend movement skills and vocabularies and to explore the vocabularies of others

Developing Ideas in Dance (DI): Level 4

Students will combine and contrast the dance elements to express images, ideas and feelings using a variety of choreographic processes

Communicating and Interpreting in Dance (CI): Level 3

Students will prepare and share dance movement individually, and in pairs or groups

Students will use the elements of dance to describe dance movements and respond to dances from a variety of cultures

Specific Learning Outcomes

Students can identify and describe one important cultural dance from a selected country. (UC)

Students can use the Dance elements of Space and Energy in a variety of ways (PK)

Students can create movement to represent objects and the ways objects move (DI)

Students can perform a group dance composition in front of the class (CI)

Students can use the Elements of Dance to describe one selected cultural dance. (CI)

Resources

Large World Map and 15 atlases

The Itinerary (see below)

Photocopied and laminated (if possible) Overseas Adventure cards - see below

Dance Teacher's Tool Kit (see

http://arts.unitec.ac.nz/resources/units/dancing_competencies/tool_kit/): Action Words; Using Action Words

Small counters (60-70)

8 x A3 sized copies of 'A Summary of the dance genre _____' worksheet (see below)

School Library and Internet access

Discovering Dance DVD (Ministry of Education resource)

www.tki.org.nz/r/arts/dance/discover_dance

Music: World music CDs - available from most music stores

Pictures of the methods of transport - cruise ship, horse and cart, aeroplane, bus, train, sailing ship, air balloon, waka.

Pictures of scenes from different countries around the world

(None of the pictures are included in this unit, but are easily accessed from the Internet etc).

Suggested Learning Sequence

1. Introduce the idea of an adventure travelling around the world. Discuss trips the students have been on and the countries visited. Identify the countries/cities/ places on the world map. Discuss methods of transport available today and contrast these with those of 100 years ago and 200 years ago. (This could be explored in much more depth if appropriate for the class).
2. **Where on Earth is it?** Organise the class into pairs or groups of 3 and allocate each pair/group an atlas and 8 counters
Call out the names of each of the countries on the Itinerary and the students identify them on their atlases and mark with counters. This could be a speed activity with groups gaining points for their efforts. (Skills in the use of indexes and map references could be taught here).
Remove all the counters and repeat the game but now call out the **cities** instead of the countries.
3. **Research activity** This could be a short research task or major study using the 'Research it' (see http://arts.unitec.ac.nz/resources/units/dancing_competencies/research_it/) unit from this resource.
Combine pairs/groups so that 8 groups are formed. Allocate each group a country from the Itinerary.

Task:

Use the library or the Internet to identify one dance style/genre from your allocated country.

Find out about:

- How the dance is performed
- Who the performers are
- Why and when the dance began
- The costumes
- The music

Write or draw your results on the Summary page and present your results to the class.

Some dance styles/genre and some useful websites:

Many Dance styles: www.tki.org.nz/r/arts/dance/discover_dance

Mexico = Mexican Hat Dance; Los Machetes

www.mexfoldanco.org

www.geocities.com/hispanicfolk ballet/dances.html

United States of America = The Hopi Snake Dance; The Ghost Dance (suggested for older students only); The Sun Dance; The Rain Dance

www.crystalinks.com/sundance.html

China = The Lotus Dragon Dance, Chinese Ribbon Dance, Lion Dance

www.ezlearnchinese.com/dance/tdance.html

France = The Farandole, The Bransle

www.geocities.com/vienna/1160/brittany/html

www.pbm.com/~lindah/del/handouts/dances_of_France_and_Burgundy.pdf

England = Morris Dancing, Maypole Dances

www.tradamis.co.uk

<http://en.wikipedia.org>

South Africa = Gumboot dancing, Indlamu Dance, Coon Dancing

www.worldartswest.org

Australia = Bunghul; Purlapa

www.abc.net.au/messageclub/duknow/stories

www.ozoutback.com.au

New Zealand = Kapa Haka - haka, poi, waiata a ringa

www.maori.org.nz

http://en.wikipedia.org/wiki/Kapa_haka

Discovering Dance DVD/Video: View footage of different Dance genres - Tracks 12-14, Chinese Dance; Tracks 28-29, English Dances, Track 4, Coon Dancing - African

4. **What is a pathway? A pathway is a pattern created in the air or on the floor by the body or body parts moving through space.** Students work individually. Use the pathway cards from the resource below and the students perform different locomotor movements as they follow along each pathway.

For example:

- Zigzag pathway - gallops with angular body parts - elbows and knees sticking out

- Curved pathway - slow and smooth walking with arms making curved pathways in the air
- Straight line - crawling, running, sliding on stomachs
- Students work individually. Use the 'Type of Movement' cards and students perform selected locomotor movement in the manner suggested.

For example, the teacher calls out:

- "Walking" and "Gentle and lazy"
- "Galloping" and "Strenuous and plodding along"
- "Running" and "Fast acceleration and deceleration"

For more movement ideas, see Action Words (see http://arts.unitec.ac.nz/resources/units/dancing_competencies/toolkit/action_words.doc) and Using Action Words (see http://arts.unitec.ac.nz/resources/units/dancing_competencies/toolkit/using_action_words.php)

5. Organise the class into groups of 3-4.

- Discuss the methods of transport from the Itinerary sheet and explore ways the students, in their groups, could work together to create the shape of each one. What formations are they in? What levels are the students on? How are they connected to each other? Explore ways to travel while maintaining the shape.


6. The Big Overseas Adventure

This activity can be used in several ways:

- Groups are given one method, pathway and type of movement from the itinerary and create a sequence.

For example:

Transport = Cruise ship

Pathway = 

Type of movement = 'Gentle and lazy'.

The group works together to create a shape of a cruise ship. They then take their ship across the floor following the pathway in a smooth and flowing manner.

They perform their sequences to the class with appropriate world music.

- Groups select 3 of their favourite combinations and create a travelling dance, visiting only 3 countries in 3 different ways. They perform their sequences to the class with appropriate world music.
- Bases could be set up around the dance space to represent each of the countries. Display the research charts at the appropriate bases for others to see. The groups visit every country using the appropriate method of transport and type of movement.

Extension When the groups arrive each 'country' they could:

- Perform some steps from the appropriate dance style/genre
- Stand in an appropriate formation for the style of the dance
- Create the shape of a monument/significant building or geographical feature of the city/country.

Assessing the Learning

- Group presentation of research activity
- Teacher observation of the group sequences
- Assessment sheet as follows:

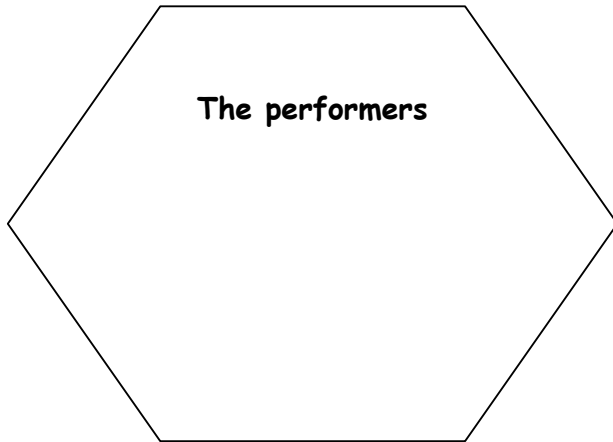
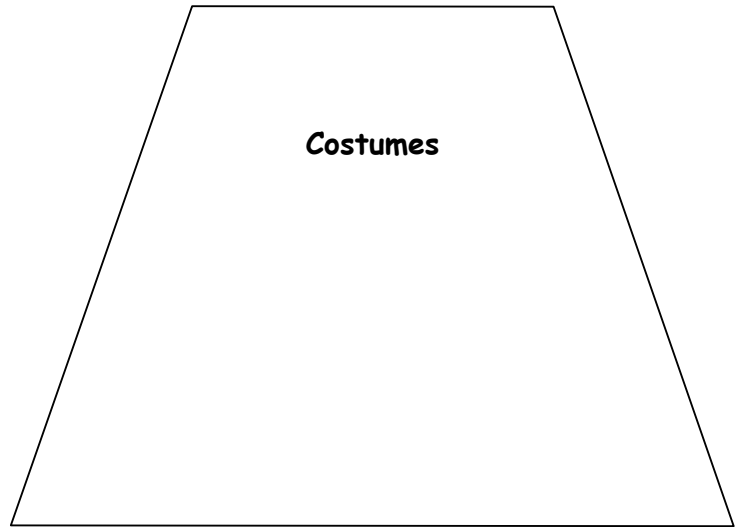
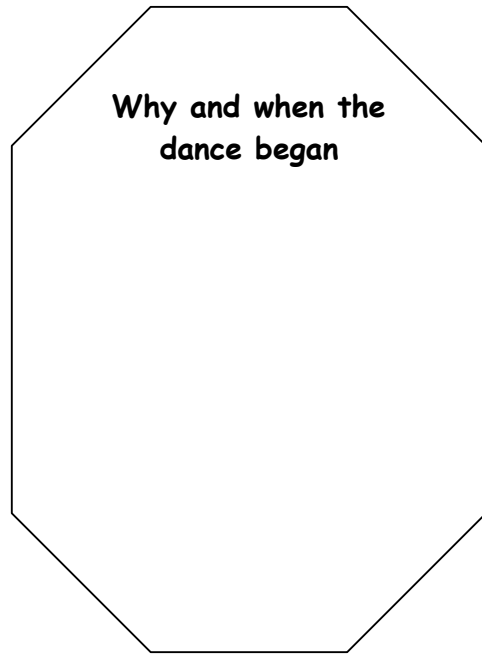
The Big Overseas Adventure

Name: _____

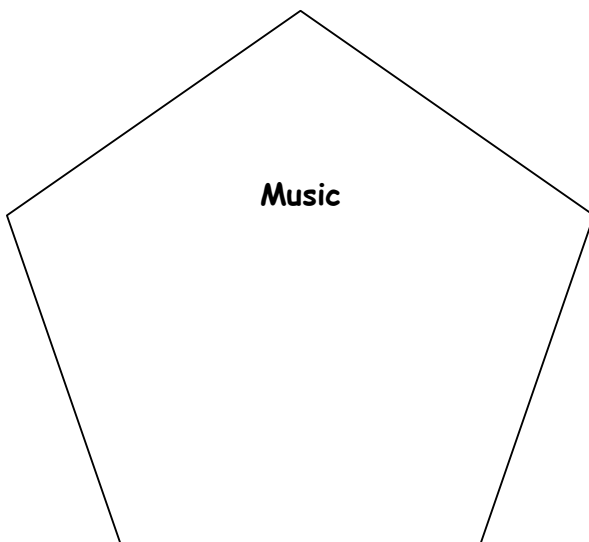
Learning Outcome	Working towards	Achieved	Achieved with Merit
LO1 Students can identify and describe one cultural dance from a selected country (UC)			
Students can use the Dance elements of Space and Energy in a variety of ways (PK)			
Students can create movement to represent objects and the ways objects move (DI)			
Students can perform a group dance composition in front of the class (CI)			
Students can use the Elements of Dance to describe a selected cultural dance (CI)			

Comment:








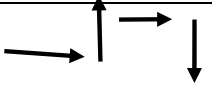
A Summary of the Dance genre _____



**How the dance is performed:
(Body parts, body bases,
props, energy, formations,
locomotor and non-locomotor
movements)**



The Big Overseas Adventure Itinerary

From	Destination	Method	Pathway	Type of Movement
Auckland New Zealand	Acapulco Mexico	Cruise Ship		Gentle and lazy
Acapulco Mexico	Los Angeles United States of America	Horse and Cart		Strenuous, plodding along
Los Angeles United States of America	Hong Kong China	Aeroplane		Take off, glide and swoop in to land
Hong Kong China	Paris France	Bus		Stopping & starting, chugging along
Paris France	London England	Train		Fast acceleration and deceleration
London England	Cape Town South Africa	Sailing Ship		Rocking in a storm
Cape Town South Africa	Perth Australia	Air Balloon		Floating, hanging, up and down
Perth Australia	Auckland New Zealand	Waka		Regular, strong, swinging

Cruise Ship

Horse and Cart

Aeroplane

Train

BUS

Sailing Ship

Air Balloon

Waka

Gentle and lazy

**Strenuous,
plodding along**

**Take off, glide and
swoop in to land**

Stopping and starting

Chugging along

Fast acceleration and deceleration

Rocking in a storm

Floating, hanging

Up and down

Regular, strong

Swinging

