

Episode 22: Flight or Fight Response

Clip: Dance for All Abilities

Activity: Floor Dance

Themes: Dance Skills, Health and Wellbeing

Elements of dance: **body, space, relationships**

1. As a class, view the clip, *Dance for All Abilities*, where Ethan places Tara in a harness and allows her time to dance above the stage. Have students consider if they were not able to stand up on two legs, how they would dance. Ask students to review the clips they researched for **Activity: Dance Access**. Some of these dances used floor work: rolling, rocking, lying, leaning, rising out of and dropping into the floor.
2. As a class, complete a warm-up session by playing a game of 'HANDS & FEET':
Divide the class into two or four relay teams. The object of the game is to complete the relay by finding ways of transporting a ball (one per team) to a marker and back without using their hands or standing on their feet. Let them discover ways of transporting the ball: feet, head, shoulders, stomach, etc. Each player must do a different movement and not repeat another team member's movement. They should also change the movement on the way back from the marker so that they experience two different ways of transporting the ball.
3. Divide the class into groups of four. Have them order their relay movements as a floor dance. They may incorporate new movements but they should also be hands and feet free.
Add some or all of the following challenges:
 - a. Make some movements that once travelled stay on the spot
 - b. Do some movement in unison, and develop movement that is not in unison
 - c. Add some contrast, i.e. speed, height, level of energy
 - d. Add some moments of stillness – create an interesting group shape or individual freeze.
4. Capture the students' dances on video and as a class review the footage, looking for the most effective and creative ways of moving.

5. As a class, discuss with students the possibility of using all the floor dances in one piece. Have them suggest what music would suit the dance. Ask them to select the order of the phrases and if necessary, create transitions in between phrases.
6. Have students use **Student Activity Sheet E22.8: Floor Dance Order** to choreograph the steps of the dance and name the dance.

Download

- Student Activity Sheet E22.8: Floor Dance Order

Useful resources

- Ausdance Video Segment 4 - Safe Warm Up, Basic Contemporary Dance
- Ausdance Video Segment 10 -Trust Activities for Partner Work
- [Ausdance Factsheet 16: Caring for the dancer's body](#)
- [Ausdance Factsheet 7: Safe dance floors](#)
- [Ausdance Factsheet 13: Safe spaces for dance](#)
- [Ausdance Factsheet 11: Producing a dance performance](#)
- Smith-Autard, J. Dance Composition: A practical guide to creative success in dance making, A & C Black; Paperback/DVD edition (August 3, 2010).
- Snook, B, *Dance...Count me in*, McGraw Hill, Sydney, Australia, 2004.



NAME:

Student Activity Sheet: E22.8 Episode 22: Flight or Fight Response

Activity: Floor Dance Clip: Dance for All Abilities

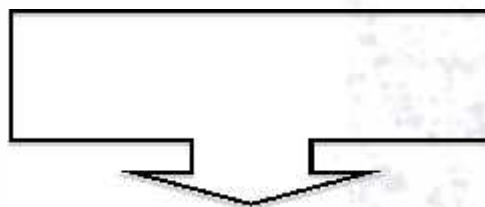
Floor Dance Order

Title of music: _____

Title of Dance: _____

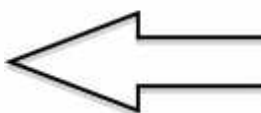
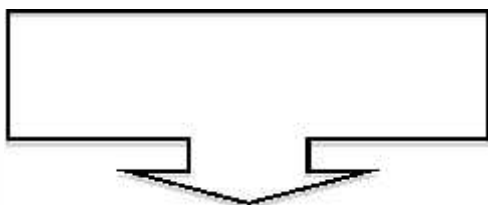
Section 1:

Transition:



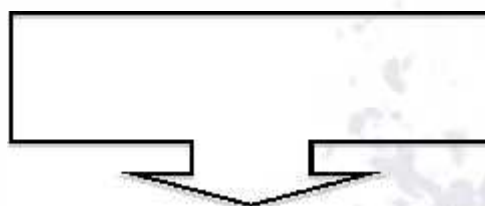
Transition:

Section 2:



Section 3:

Transition:



Transition:

Section 4:

