

Title: *Bush Foot Forward*

*A music-based unit derived from the Music Starters Template: **Bush Foot Forward***

Starting Point: Bush Dances

Generative topic:

Dance reflects structure in music

Rewritten as a question:

How does dance reflect structure in music?

Overview:

Students will participate in a range of Australian bush dances and experience different styles and structures

Intended grades: 5/6

Standards: 3/4

Duration: 8 x 40 minute lessons

Connections with Cognitive, Personal and Social Development

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to use particular thinking and problem-solving strategies, recognising that emotions, motivations and beliefs of themselves and others influence the process of making choices
- Understands that behaviours, attitudes and choices affect identity and relationships
- Understands the scope of personal choice in weighing up competing factors when making wellbeing decisions for themselves and others in their immediate environment
- Understands that there is a range of democratic processes and participates responsibly in school and / or community groups

Throughlines	Understanding goals
Dance is a powerful communication tool able to convey a sense of time, and occasion.	1. Maintaining a steady beat is essential in set dances.
Dance is a social activity for everyone (and there is no such thing as boy / girl germs).	2. Culture is reflected in the performance of the set dance steps.
	3. Music is made up of melodic phrases and likewise dance is made up of movement phrases.

This unit makes provision for:

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded activity
- ✓ self-assessment
- ✓ peer-assessment
- ✓ independent student demonstration of understanding.

Development of understanding of these concepts

Concept	Specific aspects
	Students can:
✓ Beat	maintain a steady beat in dance
✓ Rhythm	perform dance steps with the rhythm of the music
✓ Meter	perform bush dances in duple meter
✓ Tempo	move to reflect the tempo of the music
✓ Melody	identify melodic contours
Harmony	
Tonality	
Dynamics	
✓ Tone Colour	identify changes in tone colour
Texture	
✓ Structure	understand that music is made up of melodic phrases as dance is made up of movement phrases
✓ Style / Context	articulate how bush dance is an important part of our culture and reflects the British Celtic heritage.

Development of these skills

Skill	Specific aspects
	Students can:
Vocal	
✓ Instrumental	recognise those instruments which are typical in a bush band
✓ Movement	learn, practise and perform a repertoire of steps and patterns for Australian bush dance
Reading Notation	
Writing Notation	
✓ Listening / Aural Discrimination	hear changes in music which indicate change in movement
✓ Improvising	create movements for a dance
Composing	
✓ Arranging / Transcribing	arrange known steps into a new sequence
✓ Commenting	self and peer assessment.

Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
2	Discuss Australia's early settlement and cultural influences	Observe student participation. Assess student prior knowledge.
	Share pictures of dancers and dancing in historical context if possible	
	Listen to and identify the instruments in a typical bush band	

Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
1,3	Explore a range of dance steps and formations	Discuss and compare the music and the dances.
2	Learn a range of bush dances, preferably from easy to more complex	Examine the structure of bush dances learned and find how this relates to the music.

Culminating performances: enabling students to demonstrate insights and demonstrate their understanding

UGs	Learning experiences	Ongoing assessment and feedback
1,2,3	<p>In small groups, students will draw from their experience of bush dances to create their own dance steps using previously unheard music.</p> <p>This dance should reflect the structure of the music:</p> <ul style="list-style-type: none"> • using appropriate movements • mirroring patterns / opposite patterns • using repeats (link end to next beginning). 	<p>Develop a set of criteria, with rubrics so that everyone has a clear idea of the task (write guidelines for this task on the board).</p> <p>Students develop their own notation for their dance for future reference.</p>
	Perform the dance	<p>Video final performances if possible</p> <p>Peer and self assessment according to the rubrics formerly developed.</p> <p>Discuss the assessments.</p>

Tips for teachers

Read **Andre van de Plas's** tips for teaching dance

- Practice in free space is useful for difficult moves
- Work with the music right from the start, don't count
- Know your dances thoroughly before you teach them
- Have all tapes and CDs ready. If you wish to do a dance multiple times, make a new tape with the dance repeated
- Plan to use a wide variety of formations (circle, partner, longways set) and organise your program so that dancers don't have to change formations for every dance
- Save progressive dance moves until they are really secure
- Don't worry about pairs being boy and girl, if you don't make a fuss they will get there in the end

These dances work well (in order of difficulty)

- *Circassian Circle*
- *Brown Jug Polka*
- *Galopede (Queensland Backstep)*
- *Frog Puddles (relates to Manchester Gallop)*
- *Drongo (Nine Pins Quadrille)*
- *Lobster Quadrille*
- *Flying Pieman*
- *Waves of Bondi (Waves of Tory)*

Relate to dances from other cultures

Resources and references

Reliable sound system

Video camera and playback equipment

Posters of bush dancing and bush bands

Bush instruments for demonstration

Australian Bush Ballads John Manifold **Penguin**

Dances from other cultures:

Cockies most schools have these (ask the PE department)

Bushwackers tapes and books

Andre van de Plas

Christoph Maubach

Shenanigans available through **VOSA** sales (www.vosa.org) and **TOSA** library

Google some folk dance web sites