| VR LEARNING TASK  Elements of Dance  in VR | Learning area |
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| The Arts - Dance |
| Year level |
| Year 7 & 8 |
| Duration |
| 60 to 90 minutes |

| Task summary  Students will explore the different elements of dance through various choreographies in Virtual Reality (VR) in order to analyse and create their own dances. |
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| Session overview | Students are able to identify different elements of dance and production elements using VR experiences and identify their importance and use by completing their digital notebook. |
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| Digital technologies | * VR * AR * Robotics * Drones * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Required resources | For detailed information on how to access the apps mentioned in this learning task, please visit the edSpark apps page <insert link>.  **Hardware:**   * Immersive Virtual Reality (IMVR) headsets * Handheld Virtual Reality (HHVR) headsets * Mobile devices * Laptops / tablets * Interactive whiteboard or smartboard - for viewing videos as a class.   **Apps:**   * [**Space Dance Harmony**](https://store.steampowered.com/app/1494670/Space_Dance_Harmony/)- This IMVR app enables students to learn and practise choreographies that were created by professional dancers and instructors in a VR environment. It is available via Steam VR. Students will need to explore physical movement in order to get real time feedback. * **YouTube** - This needs to be whitelisted and downloaded on your mobile devices.   **Videos**:   * [**The Elements of Dance**](https://vimeo.com/697228770/17267c9ea9) (2:45) - A video that explains the different elements of dance - body, space, time, dynamics, and relationships.   **VR videos**:   * [Light Balance VR | Virtuality | 360° Dance Video](https://www.youtube.com/watch?v=ClMmaUyv0Fk) (2:11) - A modern dance video that utilises wearable technology that is incorporated within the performance. * [First virtual reality Ballet in the World - NIGHT FALL (360° video) | Dutch National Ballet](https://www.youtube.com/watch?v=xCp4at6LE0A)(8:00) - A ballet performance by the Dutch National Ballet company.   **Teaching resources**:   * <placeholder link for 22 - Teaching Deck> - This is a slide deck template that teachers can download and use for this learning task. * <placeholder link for 22 - Student Digital Notebook> - To be distributed either in printed format or digitally via email or school learning management system. |
| Other resources to try (optional) | **Miscellaneous:**   * [VR/AR Safety Poster](https://drive.google.com/file/d/1vMsHdVpuF-DnnHzKcPd3-yFeMyBEpmNs/view?usp=sharing) (PDF) |
| Planning and preparation | **Assumptions**  It is assumed that students are:   * familiar with the use of VR technologies * able to identify different elements of dance and production. If not, teachers will need to allocate some time to teach these concepts explicitly before running this session.   **Additional preparation for teachers**   * Teachers should make sure to view recommended videos prior to the lesson to make sure that content is appropriate for their sites and/or students. * Check that all devices are fully charged and in working condition. * Make sure that all apps are installed, updated, and tested. * Download and distribute the <digital notebook> to students. * Divide students in small groups, depending on the number of devices available and students in class. The IMVR station should have no more than 2 to 3 students per station or headset. |

# Task sequence

| 1 Introductory activity / Provocation (5 - 10 mins) | | Tell students that you’ll be looking at the different elements of dance in this lesson. Check if they remember any elements from previous lessons.  Watch [The Elements of Dance](https://vimeo.com/697228770/17267c9ea9) (2:45) video as a class to remind students about the different elements of dance. You can use slide 2 in the <teaching deck> to show the video. |
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| 2 Prior knowledge check (5 - 10 mins) | | After watching the video, teachers can ask the students the following questions (found on slide 3):   * What do you remember about the different elements of dance? * What do the elements - body, space, time, dynamics, relationships - mean? * What do you remember about production elements (e.g., costumes, themes, make-up, stage, set design, etc)? |
| 3 Activities  (45 - 60 mins) | | Tell students that they would be viewing and experiencing dance in different ways through VR. They would need to analyse their VR dance experiences in terms of elements of dance and production elements.  Get students in small groups to work through different learning stations. Explain the use of the <student digital notebook> in the stations and each associated task.  Here are suggested stations:  **Station 1: IMVR station** Students would complete a routine on the Space Harmony Dance app. Consider which element of dance they can recognise from the routine. They will complete their reflection on this task in Station 4. It is advisable to keep a timer on each student’s turn to make sure everyone gets a turn on the station. Depending on the number of students and devices available, each student will have approximately 5 minutes on the experience.  **Station 2: HHVR station**  Watch the suggested videos using the HHVR headsets. Students will find the QR codes and links on page 6. They will need to scan the codes using the mobile devices and then load the devices onto the HHVR headsets. After they have watched each video, they can start filling in their digital notebook.  **Station 3: Dance creation planning** Students are asked to start planning a movement sequence based on the five dance elements. They can complete the second task in their digital notebook.  **Station 4: Dance reflection** Use the digital notebook. First task in the journal is choosing one element of dance and one production element, then writing what they know about it. Second task is planning their choreography based on dance elements (will be completed in Station 3). Other tasks need to be completed after they’ve completed the IMVR and HHVR experiences.  This is a suggested schedule of the learning stations:   | **Station 1: IMVR** | **Station 2: HHVR** | **Station 3: Dance creation planning** | **Station 4: Dance reflection** | | --- | --- | --- | --- | | Group 1 | Group 2 | Group 3 | Group 4 | | Group 2 | Group 3 | Group 4 | Group 1 | | Group 3 | Group 4 | Group 1 | Group 2 | | Group 4 | Group 1 | Group 2 | Group 3 | |
| 4 Check for understanding  (5 - 10 minutes) | | Teachers can check the students’ Elements of Dance student digital notebook and read their responses. It might also be worth conducting a short class discussion at the end to discuss what the students have learnt from their VR dance experiences. |

| Differentiation for students with additional needs | Extension ideas | Video tips |
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| Some students may need to work in pairs or record their responses to complete their digital notebooks. | Students can create and perform their own movement sequence based on moves that they have learnt using the VR app. | Quick walkthrough of Space Dance Harmony app on IMVR (controls, etc). |

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# Curriculum connections

| Australian Curriculum Version 9.0 | **Years 7 & 8 - The Arts (Dance)**  **Developing practices and skills**   * reflect on own and others’ dance works and/or practices to inform choreographic choices and use of technical and expressive skills (AC9ADA8D02)   **Creating and making**   * choreograph dance by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives and/or meaning (AC9ADA8C01) |
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| Cross-curriculum priorities | * Aboriginal and Torres Strait Islander Histories and Cultures * Asia and Australia's Engagement with Asia * Sustainability |
| General capabilities | * Literacy * Numeracy * Digital Literacy * Critical and creative thinking * Personal and social capability * Ethical understanding * Intercultural understanding |