

The Arts  
**Take Two**  
 Year Level(s): 9 - 11

**Activity Objective:**  
 Students will work collaboratively toward producing a 5-8 minute wearable arts, dance/movement and Drama (devised) performance based around a theme or message they wish to convey.  
 An expressionist performance incorporating dance/drama/visual arts/music and their relevant technologies.

**The Learning Context:**  
 Students will explore relevant technologies and subject-specific conventions/attributes: musical editing, use of the lighting system, sound equipment, process drama (devising), techniques of dance and drama (movement), artistic expression through the visual arts and its mediums, directing, choreography, other design opportunities...

**Curriculum Reference:**  
**Level 5:** Understanding the Arts in Context, Developing Practical knowledge, Developing Ideas, Communicating and Interpreting.  
**Dance:** Students will integrate thinking, moving and feeling.  
**Drama:** Students will use elements and techniques to convey purpose, thoughts and imagination.  
**Visual Arts:** Students will create a wearable art costume and design a set to suit the context of their movement performance.  
**Please refer to curriculum document: Arts – level 5.**  
 This E4E activity is derived from **The Arts** in **The New Zealand Curriculum**, Learning Media, Ministry of Education, 2007, Level 4-5 achievement objectives:  
 Drama/Dance: Developing Practical Knowledge, Developing Ideas, Communicating and Interpreting.

**Key competencies and enterprising attributes:**

Competencies	Enterprising Attributes	Indicators
Relating to others	1. Identifying, solving and preventing problems. 2. Working with others. 3. Negotiating and influencing. 4. Monitoring and evaluating. 5. Communicating and receiving ideas. 6. Planning and organizing	1. Select project through critical evaluation
Using language symbols and texts		2. Generating ideas for the performance
Managing self		3. Communicating with other students involved
Participating and contributing		4. Ongoing team/group work and decision making
Thinking		5. Working with others within the Arts department
		6. Gleaning understanding from invited special guests and the community
		7. Invitations to view the performance
		8. Sponsorship letters for materials
		9. Ongoing project log/diary, written evaluation
		10. Presenting to public audience
		11. Planning and undertaking the process toward performance (as outlined below), communication, time frames met.

**Learning Outcomes:**

- Leaderships skills (primarily student directors)
- problem solving through working as a team – process Drama/Dance
- fulfilment of assigned roles and responsibilities (time management skills, skills learned specific to the assigned tasks, and personal responsibility)
- communicating ideas and information through organized meetings, conflict resolution, presentation of the performance (stage performance skills)
- analyzing and evaluating information through reflection (journals and viewing tape of the performances - discussing).

**Resource Requirements:**

- Arts staff
- guest speakers (where applicable)
- visual resources (e.g. videos of previous years' performances)
- materials for posters to advertise evening show)
- applicable books to help with idea generation
- school Hall/Drama/Dance/Music rooms
- computer suite
- IT leaders
- musical and lighting equipment (stereos, C.D's, lighting and sound board, cherry picker for adjusting lights, microphones)
- make-up and hair products
- costumes
- recyclable materials for wearable arts costumes
- appropriate clothing for practices
- video recording equipment for taping performances and watching afterwards.

# Teaching and Learning Sequence

**Task 1:** Depends on the extent to which student wish to delve into the study of the Arts in different contexts; the teacher may facilitate this. Task One should also include reflection on the learning already undertaken by the students over the course of the year and how they can apply their prior learning to this process.

**Task 2:** The organization:

- Assignment of roles or responsibilities: Music/sound technician and editors, lighting technicians, costume designers (especially the wearable arts costume(s)), directors, choreographers, set designers, make-up artists, general cast.
- Students will determine the theme or story of the performance.
- Students will identify the possibilities for music/sound, lighting, costume, movement ideas – that suit the decided upon theme.

**Task 3:** Students, in their assigned roles, will make use of the resources available to them in order to complete these roles for the fulfilment of the greater task. Communication with the rest of the group is vital. Regular meetings should occur.

**Task 4:** Bringing it all together.

Regular full rehearsals with the cast, the music, the set, the costumes, etc to prepare for the presentation evening to their family/public.

**Task 5:** Presenting the performance

Other Instructions: All sound MUST be recorded. This presents another challenge for students to communicate without the use of their voices.

## Reflective Questions:

- What decisions/contributions to the group did you personally make?
- How well do you think the group worked together? Why?
- What worked well/not so well through the process?
- What might you do differently if you could change certain things about the performance or the process?
- What have you learned about dance/drama through this experience?
- What have you learned about yourself and others through this experience?
- Do you have any constructive advice for classes that attempt this unit of work next year (or any changes you could suggest)?

## Possible Assessment Activities:

- Units of work completed throughout the year should cover many of the specific elements required to complete this unit of work.
- Knowledge of students' abilities (through ongoing class work and results) will prove formative in this sense. Summative assessment will be the final performance.
- The assessment criteria is to be decided upon at the discretion of the teacher/school.