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movement

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GHOSTBUSTERS

This resource contains:

- Music details (including song title, artist and link to purchase)
- Focused Skills (what will students achieve when learning and performing this dance, and a Choreographic Intent (theme/style/message of the dance)
- Reflection and follow-up questions
- National Curriculum links specific to this dance (Learning Area, General Capabilities and Cross-curriculum Priorities)
- Suggestions for further learning opportunities/activities
- Assessment Matrix (specific to this dance)
- Glossary of terms used in the Assessment Matrix

MUSIC DETAILS



SONG TITLE	Ghostbusters
ARTIST	Ray Parker Jnr
iTunes LINK	https://itunes.apple.com/au/album/ghostbusters-from-ghostbusters/id313408993?i=313409209

FOCUSED SKILLS AND CHOREOGRAPHIC INTENT

Type: Partner routine to a set piece of music

Focused Skills:

This dance focuses on the following skills and dance elements:

Body control and balance	Accuracy	Alignment	Strength
Stylised movements	Musicality		Dynamics (slow/fast)
Line	Levels	Shape	Rhythm
Social skills – working in pairs, cooperating, holding hands, communicating, asking/thanking to dance	Call and Response	Opportunities for performance enhancements (i.e. facial expressions and attitude)	Unison (students performing in time with each other)
Energy	Popping	Direction	Coordination and fitness

Choreographic Intent:

'Ghostbusters' is a dance from the motion movie soundtrack. The students learn to dance with a partner (not necessarily boy/girl) and thus practice respect and cooperation. They will incorporate balance, coordination, musicality, creativity, accuracy, performance skills and much more. This action packed dance will have all students engaged and entertained as they take on roles as 'Ghostbusters'.

REFLECTION AND FOLLOW UP QUESTIONS

- What are you not afraid of in this dance? *A ghost*
- Who are you going to call? *Ghostbusters*
- What is the job of a Ghostbuster? *To catch ghosts*

THE ARTS (Dance) – Foundation to Year 2

CODE	DESCRIPTION
ACADAM001	Explore, improvise and organise ideas to make dance sequences using the elements of dance
ACADAM002	Use fundamental movement skills to develop technical skills when practising dance sequences








HEALTH AND PHYSICAL EDUCATION (HPE) – Foundation

PERSONAL, SOCIAL AND COMMUNITY HEALTH	
CODE	DESCRIPTION
ACPPS001	Identify personal strengths
ACPPS004	Practise personal and social skills to interact with and include others
MOVEMENT AND PHYSICAL ACTIVITY	
CODE	DESCRIPTION
ACPMP008	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli
ACPMP011	Identify and describe how their body moves in relation to effort, space, time, objects and people
ACPMP012	Cooperate with others when participating in physical activities
ACPMP013	Test possible solutions to movement challenges through trial and error
ACPMP014	Follow rules when participating in physical activities

HEALTH AND PHYSICAL EDUCATION (HPE) – Years 1 and 2

MOVEMENT AND PHYSICAL ACTIVITY	
CODE	DESCRIPTION
ACPPS025	Perform fundamental movement skills in different movement situations
ACPPS029	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences
ACPPS030	Use strategies to work in group situations when participating in physical activities
ACPPS031	Propose a range of alternatives and test their effectiveness when solving movement challenges
ACPPS032	Identify rules and play fairly when participating in physical activities

GENERAL CAPABILITIES AND CROSS-CURRICULUM PRIORITIES

GENERAL CAPABILITIES		
	Literacy	
	Numeracy	
	Information and communication technology capability	
	Critical and creative thinking	✓
	Personal and social capability	✓
	Ethical understanding	
	Intercultural understanding	✓

SUGGESTIONS FOR FURTHER LEARNING

Foundation to Year 2 Dance Curriculum:

CODE	DESCRIPTION	ACTIVITY
ACADAM001	Explore, improvise and organise ideas to make dance sequences using the elements of dance	Replace the break of the song with student's own moves.
ACADAM002	Use fundamental movement skills to develop technical skills when practising dance sequences	Students can work with a partner exploring balance techniques and trust techniques.

Cross-curriculum Activity:

Learning Area/s:	Activity Description
English	See attached activity

DANCE SPECIFIC ASSESSMENT MATRIX – 'GHOSTBUSTERS'

Student name:	Class:	Teacher:
Term:	Date:	Session:

SPECIFIC OUTCOMES TO THIS DANCE	WELL ABOVE STANDARD (correlates to an A standard)	ABOVE STANDARD (correlates to a B standard)	AT STANDARD (correlates to a C standard)	BELOW STANDARD (correlates to a D standard)	WELL BELOW STANDARD (correlates to an E standard)
The Arts (Dance) – Foundation to Year 2					
ACADAM001 - Explore, improvise and organise ideas to make dance sequences using the elements of dance					
ACADAM002 - Use fundamental movement skills to develop technical skills when practising dance sequences					
Health and Physical Education (HPE) – Foundation					
<i>Personal, Social and Community Health:</i>					
ACPPS001 - Identify personal strengths					
ACPPS004 - Practise personal and social skills to interact with and include others					
<i>Movement and Physical Activity:</i>					
ACPMPO08 - Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli					
ACPMPO11 - Identify and describe how their body moves in relation to effort, space, time, objects and people					
ACPMPO12 - Cooperate with others when participating in physical activities					
ACPMPO13 - Test possible solutions to movement challenges through trial and error					
ACPMPO14 - Follow rules when participating in physical activities					
Health and Physical Education (HPE) – Years 1 and 2					
<i>Movement and Physical Activity</i>					
ACPPS025 - Perform fundamental movement skills in different movement situations					
ACPPS029 - Incorporate elements of effort, space, time, objects and people in performing simple movement sequences					
ACPPS030 - Use strategies to work in group situations when participating in physical activities					
ACPPS031 - Propose a range of alternatives and test their effectiveness when solving movement challenges					
ACPPS032 - Identify rules and play fairly when participating in physical activities					
Specific Dance Components:					
Student performs a variety of movements in this style with correct alignment, control, coordination and balance					
Student uses style specific facial expressions and movement when performing					
Student performs movements with correct timing and displays musicality					

Teacher comments: _____



GHOSTBUSTERS

Did you know? - The song *Ghostbusters* was written by Ray Parker Jr. especially for the movie also named *Ghostbusters*.

Below are a list of songs and a list of movies.

Can you draw a line from the song to the movie it was in???

A WHOLE NEW WORLD
I LIKE TO MOVE IT
I'M A BELIEVER
LIFE IS A HIGHWAY
KUNG FU FIGHTING
HAKUNA MATATA
BE OUR GUEST
UNDER THE SEA
WALK THE DINOSAUR
YOU'VE GOT A FRIEND IN ME

CARS
ICE AGE
LION KING
TOY STORY
SHREK
THE LITTLE MERMAID
ALADDIN
BEAUTY AND THE BEAST
MADAGASCAR
KUNG FU PANDA

Write down any other songs you can think of that are used in movies.

GLOSSARY OF TERMS USED IN THE ASSESSMENT MATRIX

TERM	DEFINITION
<i>Alignment</i>	How the parts of the body are positioned. It is important both when we stationary in a position and when moving or dancing. It involves the bones, the joints, the muscles (which move the bones and joints) and the nervous system (which controls the muscles). This is important not just for the position of the arms and legs but for the spine and pelvis as well.
<i>Asymmetrical</i>	See 'Shape'
<i>Balance</i>	The equal distribution of weight. Harmonious arrangement of parts.
<i>Body awareness</i>	As an element of dance it encompasses: <ul style="list-style-type: none"> body awareness—this centres on body shapes, body bases, body parts, locomotor and non-locomotor movements body bases—the body parts that support the rest of the body e.g. when standing the feet are the body base body parts—legs, arms, head torso, hands, feet body activity—weight transference, travelling, turning, rising, falling body shapes—curved, straight, open, closed, symmetrical, asymmetrical.
<i>Choreographic Devices</i>	Tools the choreographer used to create, compose and order movements, including: <i>Canon</i> – Movements introduced by one dancer/s are repeated by subsequent dancers in turn. <i>Motif</i> – Theme or story behind the dance <i>Contrast</i> – Comparing movements in size, level, shape, speed etc. <i>Accumulation</i> – New movements are added to existing movements in a successive manner e.g. A, AB, ABC, ABCD <i>Repetition</i> – Repeating movements that have occurred earlier in the dance, exactly the same way or developed in a different way <i>Augmentation</i> - Movements are made larger in space or time <i>Retrograde</i> – Movements are performed one way then in reverse/backwards <i>Instrumentation</i> – Movements performed using body parts i.e. body percussion <i>Fragmentation</i> – A movement sequence is broken into parts and these parts are reordered <i>Embellishment/Addition</i> – Adding new material to the choreography (student ideas and interpretation) <i>Call and Response</i> - One soloist/group performs and then the second soloist/group responds <i>Interpretation</i> - Analysis or appreciation of the meaning of a dance
<i>Contrast</i>	A choreographic device where dance elements are altered to create oppositions, thus making contrasts such as high/low, big/little, slow/fast
<i>Control</i>	The mastery of the body and its ability to perform movement as precise and as difficult as required.
<i>Coordination</i>	The skillful and effective interaction of movements
<i>Dance sequences</i>	A series of movements, longer than a single step but shorter than a section of a dance i.e. verse, chorus or bridge
<i>Dance styles</i>	Within the broad categorisation of genre it is possible to draw further distinctions between constituent groups and identify them as particular styles. For example, hip hop (genre) may be identified as break dancing, popping and locking, funk, or old school in style.
<i>Directions</i>	Can be indicated either in relation to the room or in relation to the body position
<i>Dynamics</i>	See 'Elements of Dance'
<i>Elements of Dance</i>	<i>SPACE</i> – Where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space
	<i>TIME</i> - When dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and

	beat
	<i>DYNAMICS</i> – How dance is performed, including weight, force, energy and movement qualities
	<i>RELATIONSHIPS</i> - associations or connections occurring when the body dances: between body parts (for example, right arm to left arm, hand to face); the body and the floor (for example, close to, away from); the body and objects (for example, a chair, fan, stick, scarf); the body and space (for example, an expansive or limited relationship); and the body and others (for example, dance to one or more dancers)
<i>Energy</i>	As an element of dance it focuses on the weight and force of power needed to produce and/or manipulate a movement.
<i>Genre</i>	A specific category of dance that has a tradition or history and is identifiable by specific characteristics, social and cultural contexts (e.g. musical theatre, ballroom, hip hop, jazz, contemporary, tap)
<i>Improvises / Improvisation</i>	Creates own dance sequences to respond to a specific genre or style. An opportunity for creativity and freedom to express emotions, and ideas
<i>Levels</i>	<p>The altitude of a movement in relation to its distance from the floor.</p> <ul style="list-style-type: none"> • Low: close to the floor with the intention downwards. • Medium: the level of everyday walking. • High: any movement done with elevation, not necessarily a jump. It implies a lifting of the chest and an upward focus.
<i>Locomotor</i>	Travelling movements through space involving a change in location of the body in space. (The basic locomotor steps are walk, run, jump; irregular rhythmic combinations are skip, slide, and gallop.)
<i>Manipulate movement</i>	To reconfigure a movement, creating multiple or different movements from an initial movement
<i>Musicality</i>	Attention and sensitivity to the music while creating or performing.
<i>Musical stimuli</i>	Music that gives you an idea, an inspiration or a starting point. It is the beginning of the choreographic process
<i>Non-locomotor</i>	Movement occurring above a stationary base; movement of the body around its own axis (Also called axial movement, it includes bending, stretching, pushing, pulling, bouncing, swinging, shaking and twisting.)
<i>Pathways</i>	Patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space
<i>Shape</i>	<i>Symmetrical</i> - A shape made by the body that has a line of reflection (mirror line). A balanced, even design.
	<i>Asymmetrical</i> - A shape made by the body that has no line of reflection. An unbalanced proportion in the design of the shape.
<i>Relationships</i>	See ' <i>Elements of Dance</i> '
<i>Rhythmic patterns</i>	The way in which the movement is organised to the music, including tempo, beat, measure, accents and dynamics. A combination of long and short movements.
<i>Size</i>	The measure of a movement in terms of its proportions – i.e. small, medium, large
<i>Space</i>	See ' <i>Elements of Dance</i> '
<i>Spatial awareness</i>	Dancer is mindful of performance space and other performers, and responds or manipulates movement accordingly
<i>Symmetrical</i>	See ' <i>Shape</i> '
<i>Technique</i>	The acquisition and execution of dance skills within a given dance style or genre
<i>Tempo</i>	The speed in which dance is being performed
<i>Time</i>	See ' <i>Elements of Dance</i> '