ACMI

Game lesson title	Make a *Just Dance* Video
Brief intro	A Dance building lesson to develop physical skills and kinaesthetic awareness, explore choreographic processes and create dance performances for peers and audiences to interact and engage with.
Lesson hook	Learn high energy dance combinations as the springboard for creating your own steps within the style of a Just Dance video!

Suggested year level	Year 7-8	**Suggested Age Level**	11-13
Duration	1-2 x 50 min session	**Costs involved?** (detail below)	No
Author	You are free to copy, communicate and adapt this lesson plan which was created by Holly Loughran and ACMI and licensed under a [Creative Commons Attribution 2.0](#)		

Subject/s
☐   Drama/Dance

Curriculum/Capabilities Alignment (VIC/AC) and Skills	
(ACADAM016)	Structure dances using choreographic devices and form; Selecting, combining, refining and sequencing movement using choreographic devices such as transitions, variation and contrast
(ACADAM016)	Responding to feedback by changing the order and pattern of dance movement, phrases or sequences, using choreographic devices
(ACADAR018)	Deconstructing sections of a dance, for example, identifying and describing recurring movement within sequences and the use of the elements of dance and production elements such as lighting, performance space, music and costume
(ACADAR019)	Considering viewpoints – cultures: For example – What is the cultural context in which this dance was developed, or in which it is viewed, and what does it signify? What are the stylistic differences in hip hop performances from different countries including Asia, Europe and the USA?
(VCADAE034)	Develop their choreographic intent by applying the elements of dance to select and organise movement
(VCADAD036)	Structure dances using choreographic devices and form
(VCADAP037)	Rehearse and perform focusing on technical and expressive skills appropriate to style and/or choreographic intent
(VCADAR039)	Identify and connect specific features of dance from different times and locations, including the dance of Aboriginal and Torres Strait Islander peoples, to explore viewpoints and enrich their dance-making

Game Used	*Just Dance*		
Game play required?	Playtime of *Just Dance* before the lesson is preferable or could be used as a warm-up/introductory activity. Alternatively, Youtube clips of the game would provide a secondary option where *Just Dance* is unavailable.		
Classification	**CONSOLE**	**INTERNET REQUIRED?**	**COST (RRP)**
Rating G	Nintendo Switch, Playstation, Xbox, Phone App, Apple TV	Yes	$50 Approx

Important note about Game Classification

As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.commonsense.org/education/ to guide you.

How are games used by students in the lesson?

☐   **Watchers** – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.

☐   **Players** - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.

☐   **Makers** - learning through making games (coding, teamwork, leadership etc)

☐ **Explorers** – imaginative, self-directed, exploratory/sandbox learning.

Technical Notes

Equipment you'll need

- Optionally: *Just Dance* on a console or Apple TV

- A projector and screen plus access to YouTube (links to trailer/maker's video here): https://www.youtube.com/watch?v=NiHQ4Bfkv-U

- *Just Dance 2021* (Real dancers highlights reel): https://www.youtube.com/watch?v=sJzvMXSnnhw

- To watch/dance to other users gameplay - search 'Just Dance Videos' on Youtube or go to the Just Dance Playlist for short snippets: https://www.youtube.com/justdance/videos

Prior knowledge/skills (Required/Recommended/References)

No previous gameplay required. Dance ability varies from song to song; as students engage with the game, their dance skills, style and memory retention naturally improves.

Prior knowledge of key Dance curriculum content expected: this lesson would fall under a Unit of Work on 'Dance Design' including an understanding of the conventions of Group Structures and Dance Design when creating self-devised choreography/composition.

Student Outcomes	
Learning goals	KNOW: 1. How to identify dance styles and conventions of contemporary dances and how cultural genres intersect 2. How to learn and follow devised choreography 3. How to perform using body movement in an expressive way 4. How to create a dance sequence to music using the Dance Design elements of 'Group Structure' and 'Spatial Organisation' (pathway to VCE/VET Dance: https://www.vcaa.vic.edu.au/Documents/vce/dance/2019DanceSD.pdf
	BE ABLE TO: 5. To translate knowledge and understanding of performance skills and composition components (Dance Design) into their own choreographed work
	IMPROVE: 6. Recognise how choreographers use Dance Design and production elements to enhance performance for screen audience 7. Ability to pick up and retain a memory of steps and sequence in a Dance through gameplay 8. Creation of choreography that is effective and interactive for a peer audience

LESSON SEQUENCE	
Prep & introduction activities	**Outline lesson objective:** To use gameplay skills and understanding of Dance Design to create and make your own choreographed Just Dance Video. **Recap on Dance Design:** Group Structures = Symmetrical, Unison, Canon, Contrast, Asymmetrical (SUCCA) Spatial Organisation = Direction, Focus, Levels, Dimension (DFLD) **Warm-Up:** Video gameplay (students could select 'Just Dance' favourites to play as a warm-up all class can participate in the dance even if only 2-4 players are on screen).
Main lesson activities	Watch Youtube Clip and engage in teacher led discussion around the creation of 'Just Dance' and how the choreographer uses Group Structures and Spatial Organisation to create effective dance sequences: https://www.youtube.com/watch?v=NiHQ4Bfkv-U **Checking for understanding: Questioning** 1. Having participated in warm-up and watched the Youtube clip (behind the scenes), what did you notice about the way the choreography was devised to demonstrate effective use of Dance Design? 2. What conventions worked well and why? 3. How did the music influence the choreography? 4. How easy/challenging did you find the steps to follow? **Think, Pair, Share:** *LIST or DRAW: The elements of Dance Design that you would implement in a choreographed work that translates effectively for a group, interactive, screen-based audience? Join two pairs to Group Up.

	Choreography exercise
	1. Choose a song to choreograph to (identify genre/style/tempo) (song could be edited down depending on time constraints)
	2. Design storyboard to outline layout and group movement
	3. Include at least 2 Group Structure conventions
	4. Include at least 2 Spatial Organisation conventions
	5. Devise group choreography
	6. Film choreography (could film using a green screen to enhance graphic output in post-production if available)
	7. Screening/ 'gameplay': class to interact with and dance along to new choreographed student Just Dance video.
Reflection activity	**Questioning/Peer Assessment:** • What elements of Dance Design did you notice in student work? • What worked well? • What could be enhanced next time? • What did you learn about the choreographic process from making a Just Dance Video? Where time permits, or as a follow up lesson, the following clip could also spark discussion on cultural influences of contemporary dance styles and the intersection of genre: https://www.youtube.com/watch?v=sJzvMXSnnhw **Discussion circles** Discussion circle in small groups responding to the following prompts: • In what way was style/cultural genre exhibited in the choreography and choice of music? • Once the choreographed steps of the dancers are transformed into gameplay, what impact does the homogeneous, whitewashed aesthetic of the characters have on us as the player? • How does it compare to the original Apple iPod advertisement here: https://www.youtube.com/watch?v=DjFgMyDtKSU • If you were to recommend changes to Ubisoft's design team, what would they be?

	Read Opinion Piece:
	https://forums.ubisoft.com/showthread.php/2231827-Just-Dance-is-obviously-made-for-white-people-and-needs-a-makeover
	Activity: Write your own review for the Design element of 'Just Dance'.
	Think about: How might this influence your own design for dance costumes and aesthetic in your version of the game?
Differentiation: modification, extension and inclusion notes	● Technical differentiation based on dance ability (skill level of warm-up clip could be chosen/tailored to specific level) - if you have a diverse ability class, students could be broken into groups for gameplay and dances chosen based on ability
	● Groupings for the composition element of the task could be based on either like ability or mixed ability groupings for differentiation. Individuals contributing different levels of expertise in a mixed ability group can provide opportunities for both leadership and growth
	● Key questioning in teacher led discussion would be differentiated to check for individual student understanding and provide formative assessment on Dance Design
	● Targeted verbal teacher feedback on the work as it is composed and performed through the rehearsal and filming or process would be individualised also.

Student Homework/Further Work

Review Peer Video/Break down of steps to differentiate for viewers/Provide commentary of vision and interpretation of the choreography for viewers/make a 'behind the scenes' edit of the process behind the clip/create a video to introduce the dancers and their influences.

Assessment

Peer assessment as well as teacher Assessment from rubric that outlines criteria as follows;

1. Collaboration & active participation within rehearsals to devise a dance work
2. Application of Dance Design elements within learnt and devised choreography
3. Demonstration of Performance Skills.
4. Awareness of screen audience and how to engage via a game-based platform

Further resources for teachers

Wikipedia has a really helpful list of Dance Styles and their names. Students can use this as a jumping-off point to find videos of different styles.