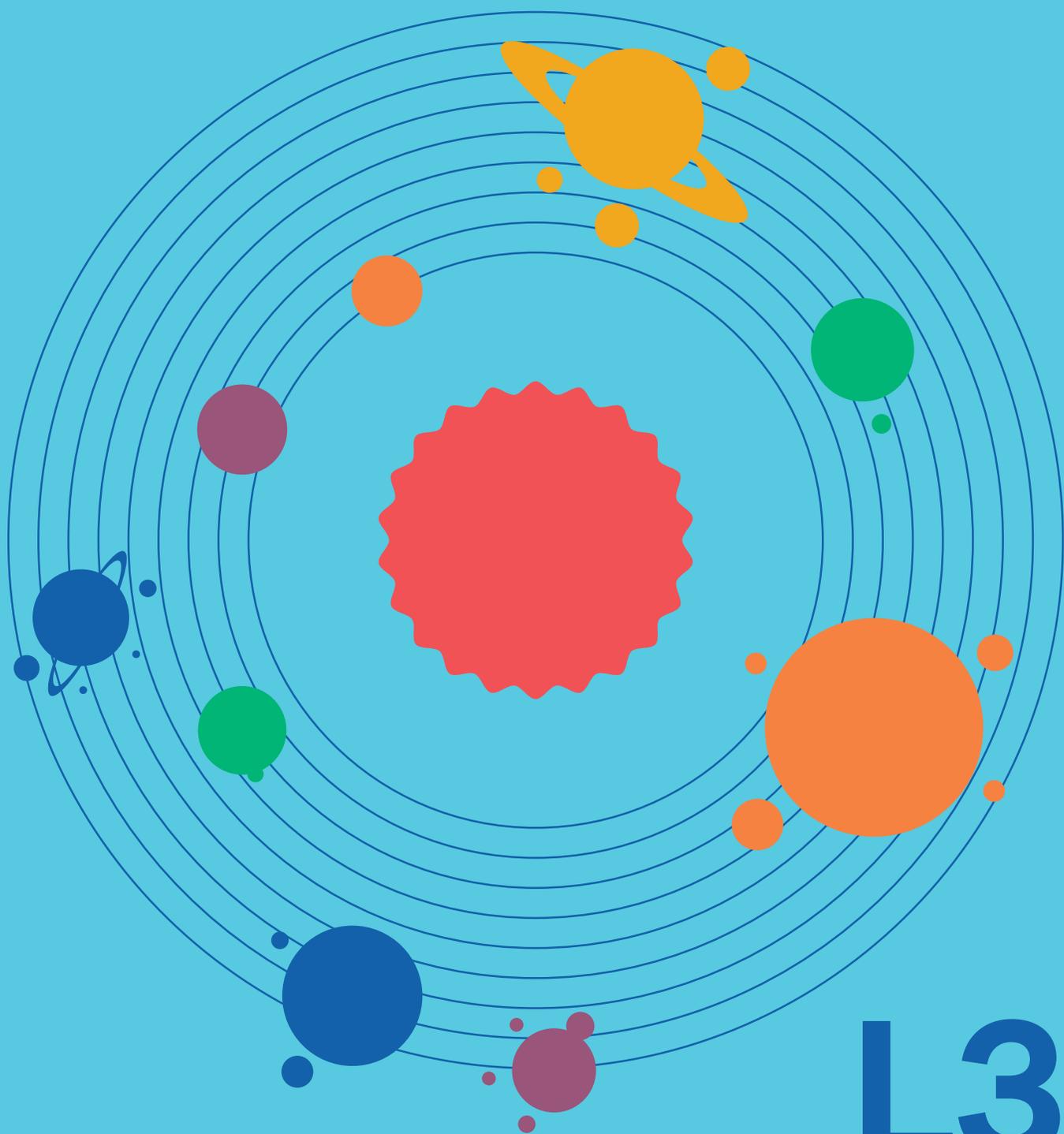


Planets Dancing



L3

**Dance is about
movement and
can be an art, but
it's also about
communication
— with yourself,
as much as with
other people.**

Jan Murray

Our solar system formed about 4.5 billion years ago from a dense cloud of interstellar gas and dust. The cloud collapsed, possibly due to the shock-wave of a nearby exploding star, called a supernova. When this dust cloud collapsed, it formed a solar nebula — a spinning, swirling disk of material.

At the centre, gravity pulled more and more material in. Eventually, the pressure in the core was so great that hydrogen atoms began to combine and form helium, releasing a tremendous amount of energy. With that, our Sun was born, and it eventually amassed more than 99% of the available matter.

Matter farther out in the disk was also clumping together. These clumps smashed into one another, forming larger and larger objects. Some of them grew big enough for their gravity to shape them into spheres, becoming planets, dwarf planets, and large moons. In other cases, planets did not form: the asteroid belt is made of bits and pieces of the early solar system that could never quite come together into a planet. Other smaller leftover pieces became asteroids, comets, meteoroids, and small, irregular moons.



Source <https://solarsystem.nasa.gov/solar-system/our-solar-system/in-depth>

① Read the 'Formation' text to the children in your class

Discuss with the students what they think about what they have just heard.

Talk to them about the idea of making that story happen through movement.

Establish your expectation for a 'Shame Free' Environment.

Discuss abstract movement with the students.

② Breakout time

Formulate a movement in groups of four that represents the first paragraph of the 'Formation' text.

③ Present to the class

④ Discuss the concept of Constructive Criticism with the students

Students feed back to their peers about what they saw.

⑤ Follow this process through the rest of the text

If you wanted to get elaborate about the performance you could:

- Involve some of the students in narrating the performance.
- Incorporate some music/sound.
- Use costume.
- It can be as big or as little as you feel is appropriate.

Scaffold and direct the students to a completed and presented performance.

⑥ Perform to a selected audience

Method

5 Important Dance Words

Abstract Movement

Movement to represent an action
— not mime.

Canon

A choreographic device or structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn.

Choreograph

To create dance by selecting, inventing, and arranging movement motifs and sequences.

Pathways

Patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space.

Unison

Dancers moving at the same time doing the same movements.

Curriculum links

The Arts — Dance

Developing ideas

Select and combine dance elements in response to a variety of stimuli.

Communicating and interpreting

Prepare and share dance movement individually and in pairs or groups.

Science

Physical world

Explore, describe, and represent patterns and trends for everyday examples of physical phenomena.

Astronomical systems

Investigate the components of the solar system, developing an appreciation of the distances between them.