

Dear staff,

I look forward to bringing “Alphabeat” to your school and have a few suggestions to help you get the most out of the show.

SEATING: If it is possible, I recommend that you use tiered seating (perhaps with older kids on chairs or on a higher level) since some of the action does happen close to the ground. Not many schools have a large enough stage area, but if your school does, that would be even better!

LANGUAGE: In this performance there is a description of dung beetles. The blurb does include the word “poo” (since dung beetles clean up after cows). Please let the performer know well before the show if this will be a problem.

FOLLOW UP: Below are some ideas which may help you and your co-teachers think of ways to encourage deep learning of the topics covered in the show. Enjoy!

If you have any queries, don’t hesitate to call Robin on 0417301884, email robinalgodfrey3@gmail.com or else contact School Performance Tours on 1800221509.

Thank you for having “Alphabeat” at your school!

Yours sincerely, Robin Godfrey

LESSON IDEAS FOR “ALPHABEAT”

RECALLING THE SHOW: THE ALPHABET (A TEACHER’S REFERENCE)

- A: Dance can be about absolutely anything**
- B: Ballet**
- C: Choreography (Sports dance)**
- D: Drama (natural encyclopaedia challenge)**
- E: Exercise (rap)**
- F: Formations**
- G: Grande Allegro**
- H: Hand dance**
- I: Improvisation**
- J: Joint movement**
- K: Kicks**
- L: Levels**
- M: (Music Appreciation)**
- N: Nothing (Nice deep breath instead of intermission)**
- O: Oooooo (Audience reaction)**
- P: Props**
- Q: Quick (clap)**
- R: Rest**
- S: smooth, sharp and still**
- T: Technology/tap**
- U: Used to be clumsy**
- V: Variety (How can we vary dance steps?)**
- W: World**
- X: Extraordinary**
- Y: Why do people dance?**
- Z: Razzle Dazzle**

LESSON SUGGESTIONS:

- C: Choreograph your own sports dance. Can be as group add-ons or as individual project**
- D: Natural Encyclopaedia Dance challenge (in groups)**
- H: Create your own hand dance, or foot (body part) dance.**
- I: Improvisation (Explore free movement with selected snippets of diverse music. Perhaps divide class in half so that they can watch and discuss.)**
- L: Levels (Have the 3 levels and explore different (safe) methods of travelling across the room through low, middle high, and then through middle, high, low or other combinations.)**

M: Music appreciation (perhaps listen to the music before the improvisation activity. Describe the selected pieces of music and how this may affect dance.

O: Ooooo Discuss other audience reactions, and what it is to be a good audience.

P: Prop. Create movement with a prop. Does your prop have a character? What is your relationship to the prop? How does it feel moving with a prop?

Q: Quick (Try stomping that gets faster. Think of different movements to speed up.)

R: Rest. (Why is rest important for everyone but especially for physical workers?)

V: Variety. (Can you remember how dance steps can be varied? Can you think of any ways to vary movement?)

W: World. (Research dance styles as part of geography of dance project. Create map of world dances. Learn some of these.)

Y: Why? (Discuss why people dance.)

Z: RaZZle DaZZle. Use some of the tools above to create a short group piece with some razzle dazzle.