

TIDDALIK

This narrative dance is inspired by an Australian Aboriginal dreamtime myth. In the main section, children explore animal movements and develop them to create a comic partner (or group) dance. The finale is a watery dance that provides contrasting actions and dynamics.

Specific Learning Outcomes

- Show expression through face, posture and action and show awareness of others.
- Link actions to create short dances within a given structure.
- Respond to and give feedback to others using success criteria.

Stimulus



The story of Tiddalik (in the Resources folder in this web resource).

Resources



Word bank (in the Resources folder in this web resource) or action words on cards, pictures of Australian animals, blue paper or fabric streamers (for each child).

Accompaniment

Music with an Aboriginal flavour, such as *The Ambient Outback* CD (Music Collection International ETCD 161).

Content

- Facial expression and character
- Body shape
- Different ways of travelling
- Variety and contrast in speed and flow
- Partner and group work: unison, lead and follow
- Variety of actions

Assessment

- Class photos of funny faces for self-evaluation and peer evaluation.
- Class evaluation of silly dances using success criteria.
- Each group selects their best watery dance bit to show the others.
- Videotape and evaluate the finished dance.

Curriculum Links

- Literacy: Responding to text; stories from other cultures; myths
- Geography: Other lands and cultures
- RE: Creation stories
- Music: Learn songs from another culture
- Drama: Resolving a problem

Options

- Tell each part of the story as you work on the relevant section so the end comes as a surprise.
- It would be simpler for children to dance in the same groups of 4 for each section.

Possible Unit Structure

- Lesson 1: Introduce the story; create a word bank of animal movements and explore these; create billabong section and travel to the meeting.
- Lesson 2: Recap on dance so far; create funny faces; create silly dances.
- Lesson 3: Recap silly dances; create watery dances.
- Lesson 4: Practise each section and transitions; perform and evaluate the complete dance.

(continued)

Possible Dance Structure

- **The problem:** Billabong and frog groups.
- **The meeting:** Creatures travel slowly forwards (a group at a time) to create a class photo—they pull 3 different faces.
- **A cunning plan:** They withdraw into a loose semi-circle and perform their silly dances as a group or a few pairs at a time in the centre.
- **Secret weapon:** Children form two lines at the back of the space. Two children join hands to form the frog's huge, closed mouth (a closed arch). The platypus (select one group) moves slowly across the space. The frog mouth (arch) slowly opens and children travel through with streamers.
- **Success!** Watery group dances.

Warm-up

Lead a warm-up based on some of the actions in the story, such as growing tall, large and round, then rippling with watery movements towards the floor. Travel to a new space (creep, slither, strut or bounce) and repeat.

Tasks	Teaching Points
Introduction: Tell the beginning of the story. Which animals live in Australia? Decide on one movement word for each and explore different ways of travelling (on foot) using some of these words.	<i>Strut, glide, swoop, creep, bounce, leap, spring, slide, snap, slither, scurry, scamper, flit.</i> Avoid children crawling or sliding at floor level.
The problem: <ul style="list-style-type: none"> • In a frog position (squat) grow gradually taller and rounder. • Explore watery movements on the spot: ripple and wave using arms and body. • Sink towards the floor as the water dries up. • In groups of 4, create a pool or billabong (with one dancer as a frog in the middle). • As the frog grows large, the pool of water shrinks to the floor and dries up. 	Use a tambourine or cymbal to accompany this. Children dance in the same groups throughout the unit. Repeat this several times with a different frog each time. The group chooses the best version to practise.
The meeting: Children become creatures and use a favourite travelling action from the list to move slowly forwards (a group at a time) to create a group photo. They make funny faces (take photos for self-evaluation and peer evaluation).	Those moving close to the floor travel first, then those on a medium level and finally those moving at a high level. Front row sits, middle row kneels, back row stands. Make funny faces without using their hands. Try 3 different faces. Can they make you laugh?
A cunning plan: <ul style="list-style-type: none"> • In pairs, choose 2 action words from the word bank or give each pair 2 action words on cards. Explore movements and select the best to make a short pattern. • Combine with another pair to make a movement phrase with a clear beginning, middle and end. • Form a semi-circle. Each pair or group performs in the centre. • Class evaluation of silly dances. 	Stick to duos with a younger and less experienced class. What makes a dance funny (good timing, facial expression, a surprise)? The dance should have a beginning, middle and end. Did it make them laugh and why?
Secret weapon: In fours, make a duck-billed platypus. Each child could be a different part!	Can it move either on the spot or across the floor? Select the most effective for the final performance.

(continued)

TIDDALIK *(continued)*

Tasks	Teaching Points
<p>Success!</p> <ul style="list-style-type: none"> • Explore travelling, turning, rising and sinking with fluidity. • Use streamers to enhance the watery movement and fill the space with movement. • Meet in billabong groups, form circles and structure a short watery phrase of 3 different actions. • Each group selects their best bit of the water dance to show the others. • Practise each section with transitions and perform to another class. • Videotape and assess individual achievement in the complete dance. 	<p>Explore movements with streamers a group at a time; others observe. Begin in the spot and then travel.</p> <p>Think about fountains, pools and waterfalls.</p> <p>Use the specific learning outcomes.</p>