

Name: \_\_\_\_\_

Form: \_\_\_\_\_

# Year 9 Dance

## Dance in theatre

### CREATIVES

**Direction & Choreography** Kate Prince  
**Music & Lyrics** Sting  
**Set Design** Ben Stones  
**Costume Design** Anna Fleischle  
**Lighting Design** Natasha Chivers



A village alive with joyous celebrations is suddenly under siege. Everything changes forever. Determined and daring, three parted siblings step out on their own extraordinary adventures.



Message In A Bottle tells a vital and uplifting story of humanity and hope.

TASK: Look at the title and the information above. What do you think the work is about?

\_\_\_\_\_

\_\_\_\_\_

# SUCCESS CRITERIA

- To understand what narrative dance is.
- To discover the themes within Message In A Bottle.
- To create movement material from an improvisation task set by the choreographer.



A **narrative dance** is an overall choreographic structure that follows a specific \_\_\_\_\_ and intends to convey specific information through that story.

A **dance theme** is the \_\_\_\_\_ or \_\_\_\_\_ that is explored within the dance piece.

**TASK: Watch the clips and write down possible themes and narratives for the work.**

Themes and  
narratives

# WARM-UP

ZooNation begin every rehearsal with a warm up incorporating:

- Cardiovascular fitness
- Stretches
- Power and strength

**TASK: You are to complete your own warm up ensuring you incorporate each part of the warm up.**

## **CARDIOVASCULAR – 2 mins**

Students run around the room forwards for 8 counts using the beat of the music, then walk for 8 counts. Build so students run for 4 counts and walk for 4 counts. Repeat the running and walking with travelling backwards 8 counts and then try on 4 counts smoothly going from one to the other. Make sure you use your spatial awareness to demonstrate safe practice through ensuring you don't collide with other dancers.

## **STRETCHES – 1 min**

Get sideways lunges and forwards lunges. Perform lunges in lines across the floor to music. You may do a slight lunge or a deep lunge depending on your own abilities and flexibility. Ensure you are considering safe practice making sure your front knee is aligned correctly over your toe to avoid injury.

## **POWER AND STRENGTH – 1 min**

Perform press ups in plank position or with knees on the floor. Do 4 press ups to the beat of the music.  
Hold the plank for 4 counts and repeat the 4 press ups and the hold twice more

# Lesson 1- Theme Motif

Themes in MIAB are:

**LOVE**

**DISPLACEMENT**

**FAMILY**



1. In groups create a still position, like a photograph, for each of the Message In A Bottle dance theme words: Love, Displacement and Family.
2. Add meaning with these moments, through adding focus and ensuring your facial expression implies something.
3. To bring your tableaux to life find a transition from each still image. Image 1 will be the starting point and image 3 will be the ending.

# Homework Task

Message in a bottle is based on a story. Read Act 1 and answer the comprehension questions below:

The Story - (original notes by Kate Prince & Lolita Chakrabarti)

## ACT ONE

The fictional village of Bebko, led by Quest and his wife Gaia, parents to Leto, Mati and Tana. After a sand storm the villagers pray that the rains will come. (*"I dream of rain.... I dream of love as time runs through my hand."* Desert Rose). The village is prosperous and peaceful. All is well. Tana sneaks an innocent kiss with her boyfriend Basha. Her brothers tease her and scare Basha away. Tana is annoyed at them. Quest, Gaia, Leto, Mati and Tana each take a seat at the family table. They hold hands and give gratitude for their life. We see a family that loves and supports each other. (*"If I ever lose my faith in you, there'll be nothing left for me to do." If I ever lose my faith in you*).

Leto plucks up the courage to ask his love, Roxanne, to be his wife. She says yes. (*"I resolve to call her up, a thousand times a day, and ask her if she'll marry me, in some old fashioned way."* Every Little Thing She Does Is Magic). The villagers celebrate the marriage. The young married couple Leto and Roxanne share a first dance surrounded by family and friends (*"Will you stay with me, will you be my love among the fields of barley? We'll forget the sun in his jealous sky as we lie in fields of gold..."* Fields of Gold)

During the wedding celebrations Tana quarrels with her boyfriend Basha, (he is flirting with another girl), and he tries and fails to make amends (*"I called you so many times today and I guess it's all true what your girlfriends say, you don't ever want to see me again, and your brother's gonna kill me and he's six feet ten."* Can't Stand Losing You).

Mati, the middle child and the joker, is always looking for ways to please and entertain. He is the antidote to the tension between Tana and Basha, coming to the rescue and trying to restore peace. His efforts fail and Tana and Basha have a full blown argument in the middle of the wedding. Tana's father is uncharacteristically cross and he puts an abrupt end to the squabble.

As the sun comes up on a new day, Quest is restless. He knows something evil this way comes. In the distance he can see a city on fire, explosions and violence as civil war spreads across the country. (*"There's a little black spot on the sun today."* King of Pain).

There is a crack in the sun and sands pours onto the stage. The sun begins to fill with black oil and plunges the village into darkness. It won't be long before the war will reach the village and throughout the night they can see and hear the violence approaching their home. The men and women stand together to defend their village. Many villagers are killed in the violence, including Tana's boyfriend Basha, and the children's father, Quest (*"...Nothing comes from violence and nothing ever could, For all those born beneath an angry star, Lest we forget how fragile we are."* Fragile).

Tana, Roxanne and the young women from the village are captured by militia. (*"Don't stand, don't stand so, don't stand so close to me."* Don't Stand So Close To Me).

Roxanne offers herself in place of Tana, and she is taken away. Unknown to Leto, Roxanne survives, but he believes she has died.

Their beautiful 'Fields of Gold' (the golden sands of the desert) have been destroyed. Consumed with grief and fearing for the safety of her children, Gaia makes the decision to leave their homeland. (*"And they're only going to change this place, By killing everybody in the human race, They would kill me for a cigarette, But I don't even wanna die just yet..."* Invisible Sun)

Gaia takes her family to the coast in search of smugglers, with the hope of getting safe passage for her and her children across the sea, and to find refuge in another land. (*There has to be an invisible sun, That gives us hope when the whole day's done*" Invisible Sun)

At the coast, the smugglers demand more money than Gaia has, and they embark on the journey across the sea in a tiny overcrowded boat with only three life vests between the four of them. Gaia puts her children before herself and goes without one. The crossing is rough and dangerous. The boat is over turned. Leto, Mati and Tana make it to dry land, along with other people from their village, but Gaia doesn't survive the crossing. (*As the wind blows, growing colder, Against the sad boats, as we flee, Anxious eyes, search in darkness, With the rising of the sea, Sea of worries, sea of fears, In our country, only tears...*" Inshallah)

Once on dry land they are surrounded by life jackets discarded by hundreds of refugees. Mati becomes a leader and gives his siblings the strength and determination to continue in the hope of finding refuge. They must travel onward by foot the many miles to the border, scared and uncertain of what the future holds. (*A million roads, a million fears, A million suns, ten million years of uncertainty...*" A Thousand Years) Leto, Mati and Tana are haunted by thoughts of their loved ones, Quest, Gaia, Roxanne. (*I still love you, I still want you...*" A Thousand Years).

They finally reach the border. The temporary camp at the border wall is growing in numbers each day. There is nowhere to go and they must rely on aid for food and supplies. Each day is the same and they start to lose their minds. (*I woke up in my clothes again this morning, I don't know exactly where I am...*" Shadows in the Rain) after months in the camp in appalling conditions, Mati cracks and instigates a riot. Along with other refugees, they try to force entry over the border. They are met with military force and tear gas, and many are injured. The siblings are arrested and taken into custody. Alone for the first time, their family unit is now completely broken. We are reminded of how happy they were when we first met them. (*If I ever lose my faith in you, there'll be nothing left for me to do.*") As the border guards keep a watchful eye on them, the siblings pledge their eternal love to their family. (*Every breath you take, every move you make... I'll be watching you.*" Every Breath You Take)

The three siblings send an SOS to the world. (*Just a castaway, an island lost at sea, Another lonely day, with no one here but me, More loneliness, Than any man could bear, Rescue me before I fall into despair.... I'll send an SOS to the world...*" Message in a Bottle). The border wall is finally opened. Light shines through the gates from upstage. Leto, Mati and Tana, who are still separated, turn their heads to look. As the curtain comes down, the refugees are let through the wall towards the light.

**Q1. What is the name of the fictional village in which the work is set?** \_\_\_\_\_

**Q2. What to the villagers pray for after the sand storm?** \_\_\_\_\_

**Q3. What does Leto pluck up the courage to do?** \_\_\_\_\_

**Q4. What type of child is Mati?** \_\_\_\_\_

**Q5. Why is Quest restless?** \_\_\_\_\_

**Q6. What happens to Tana, Roxanne and the young women from the village?**

\_\_\_\_\_

\_\_\_\_\_

**Q7. Why does Gaia take her family to the coast?**

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\_\_\_\_\_

# Lesson 2 – Connection and Broken

*“We all have some connection to family. We can understand what it is like when your family is broken by something that is not your fault” - Kate Prince*

Use the words ‘**Connection**’ and ‘**Broken**’ to create a broken motif in your groups.

- a) Number yourselves 1, 2 and 3.
- b) 1 and 2 need to make a connection: this could be holding hands, placing a hand on a shoulder, a counterbalance, a lift (using safe practice).
- c) 3 then finds a way to break that connection.
- d) 2 and 3 again make a physical connection and 1 breaks it.
- e) 1 and 3 make a connection and 2 breaks it.

Finally select the best ones and join them together to create an 8-count motif or longer.

## Homework Task

Read Act 2 and answer the comprehension questions below:

### ACT TWO

The curtain flies out to reveal a detention camp (*“Free Free, Set Them Free...” If You Love Somebody, Set Them Free*). The refugees have passed through the border but are now being held in a refugee camp. Leto, Mati and Tana are still separated and unaware of the fate of their siblings. Despite being traumatised, nervous and scared, for the first time in months they are clean, dry and warm. They wait patiently, hopeful this will be the day they are processed and can move on. The detention centre is ‘ruled’ by a new character who has the power to grant them asylum. (*“Our so-called leaders speak, with words they try to jail ya, They subjugate the meek, But it's the rhetoric of failure...” - Spirits in the Material World*).

One by one the refugees are processed and released. Leto, Mati and Tana each start out on a new journey having been released from the camp. (*“We’re starting up a brand new day, I’m thinking in a brand new way.” Brand New Day*) each sibling now has their own individual journey.

### TANA

Tana arrives in a new land where she is warmly welcomed by the citizens. She is fostered to new parents who show her nothing but kindness, love and support. (*“There is a deeper wave than this, Rising in the world, There is a deeper wave than this, Listen to me girl, I say Love, is the seventh wave...” Love is the Seventh Wave*) Micah, a young man from her village, is also in this new land. He has had feelings for Tana from afar, and has become her close friend.

The young refugees are offered counselling. Tana finds it hard to trust and to accept love, still suffering from the trauma of war and grief. (*“Don’t think me unkind, Words are hard to find, They’re only cheques I’ve left unsigned, From the banks of chaos in my mind...” De Do Do Do, De Da Da Da*). Micah tries to help Tana.

Tana gradually softens with Micah. He is her one connection to home and only he can truly understand what she has been through, as he went through it too. She also feels the support and love of her foster family, and it gives her the confidence to open her heart and trust again. With her new family, and with Micah, Tana finds happiness again. (*"Giant steps are what we take..." Walking on the Moon*)

### MATI

Mati arrives in a new land where the people are suspicious and unfriendly. He is nervous and feels foolish, afraid of rejection and longing for his family and surrounded by unwelcoming strangers. (*"Be still my beating heart, Or I'll be taken for a fool, It's not healthy to run at this pace, The blood runs so red to my face..." Be Still My Beating Heart*)

Mati meets the leader of this new land who is unwelcoming, fearing those who are different and encouraging hatred and intolerance. Gradually Mati breaks down barriers and makes new friends. "There is no need to be afraid of me, I am human, just like you." His life changes forever when he meets Enda, a young man from this new land, who offers kindness and acceptance (*"Be yourself, no matter what they say." Englishman in New York*). Mati and Enda become friends but the leader comes between them, suspicious of Mati.

Mati and Enda are reunited. Their friendship blossoms. Enda wants more than friendship from Mati. Mati is not comfortable with this and resists, not yet able to acknowledge that he can have romantic feelings for another man. Mati finds the courage to enter into a new relationship with Enda. For the first time, Mati feels truly free. (*"I know that the spades are the swords of a soldier, I know that the clubs are weapons of war....If I told her that I loved you, you'd maybe think there's something wrong." Shape of my Heart*)

### LETO

Leto decides to return to his homeland, where the fallout of war has left it unrecognisable. He has not returned to his village but to the city. He is restless and can't sleep. (*"I can't sleep with your memory, Dreaming dreams of what used to be, When she left I was cold inside..." The Bed's Too Big Without You*) Leto walks the streets at night. He passes a brothel where the windows are full of prostitutes selling themselves. He recognises his wife Roxanne. The war has changed her so dramatically that she is a ghost of her former self. Gone is the beautiful innocence that he fell in love with.

Leto tries to save Roxanne from a life of addiction and prostitution, but his efforts fail. (*"You don't have to put on the red light, those days are over, you don't have to sell your body to the night..." Roxanne*) Roxanne can't go back to the innocent woman she once was. She chooses drugs as her escape from the reality of her life and the trauma she has experienced. Roxanne stays in the brothel and Leto leaves, heartbroken.

### LETO, MATI and TANA

Leto is heartbroken that he couldn't save Roxanne, and that she was so cold to him. (*"Well someone told me yesterday, That when you throw your love away, You act as if you just don't care..." So Lonely*) The three siblings are struggling with their new lives. They miss their home, and their family. This section is told using shadow projection. (*"So lonely, so lonely..." So Lonely*)

### LETO

Leto leaves the city and returns home to his village. He sits at his father's grave summoning the strength to carry on and rebuild their home. Roxanne returns to the village in search of Leto. She is now clean. She will never be the same innocent girl that he fell in love with, but he is not the same boy anymore either. Together they can help each other to heal. (*"I never made promises lightly and there have been some that I've broken, But I swear in the days still left we'll walk in fields of gold..." Fields of Gold*)

Leto, Mati and Tana have all found peace in their lives but they will never forget their home land and their family. A circle of crates, Leto and Roxanne sit down together in the circle looking at the empty seats where once their family sat. As they leave the space, Tana, Micah and her new adoptive parents take their place. Tana looks at the empty seats that she leaves for her family. As Tana and her new family leave the space, Mati and Enda enter. Each sibling has changed and has found peace and happiness in their new lives, but they will never forget the family that they left behind. Leto, Mati, Tana enter the same space and sit once again with their mother and father in the same 'picture' we recognise from the opening of our story. (*"If I should close my eyes, that my soul can see, And there's a place at the table that you saved for me, So many thousand miles over land and sea, I hope to dare, that you hear my prayer, And somehow I'll be there...."* *The Empty Chair*) the three siblings have found peace in their news lives but they will carry with them the memory of their village and the love of their family for the rest of their lives. They are able to now to celebrate their heritage and the love that made them. (*"One day we'll dance on their graves, one day we'll sing our freedom, one day we'll laugh in our joy, and we'll dance. And we'll dance. And we'll dance...."* *They Dance Alone*) The company finale. (*"I'll send an SOS to the world"... Message in a Bottle*).

**Q1. What happens to the refugees when they have passed through the border?**

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**Q2. Briefly explain each sibling's individual journey.**

**TANA**

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**MATI**

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**LETO**

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**Q3. What do the empty crates in the circle formation represent?**

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# Lesson 3 – Rehearsal and development

Learn **repertoire A** and rehearse **theme motif** and **broken motif** and find ways to put them together ready to perform to gain peer feedback. Your audience will be looking to see if the three themes are clear in the dance and what dance narrative is coming across.

## Homework Task

### Self-Evaluation – rehearsal process

1. Physical skills include posture, alignment, co-ordination, balance, strength, flexibility, mobility and control. **Set yourself a target for your performance in relation to these physical skills.**

Target: \_\_\_\_\_

How you will improve: \_\_\_\_\_

2. How accurately is your action and spatial content? (Size, Pathways, Patterns, Levels, Directions)

<b>SPACE</b>	Exceptionally accurate		Mostly accurate		Inaccurate	
<b>ACTION</b>	Exceptionally accurate		Mostly accurate		Inaccurate	

Example of accuracy and/or identify an improvement.

SPACE: \_\_\_\_\_

ACTION: \_\_\_\_\_

3. Explain how your dynamic qualities of the dance communicates the mood of the dance to the audience? (Dynamics how you move = fast, slow, sharp, soft, suspended or heavy moments).

\_\_\_\_\_  
\_\_\_\_\_

4. How safely are you executing the movements within your work (are your knees over toes landing in jumps, are you perform with sensitivity towards others in contact work and using your peripheral vision where appropriate to ensure spatial formations are correct?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Are you making your performance exiting to watch? Did you use focus and projection to give out energy to the audience? \_\_\_\_\_

6. Are you listening to and responding to the music? Do you use facial expressions? Do you dance with energy and commitment? **Set yourself one target to work on in relation to expressive skills**

Target: \_\_\_\_\_

How you will improve: \_\_\_\_\_

# Lesson 4 – Rehearsal and Performance

Use this checklist to improve your performance	✘
Ensure you have included repertoire A, Theme motif and broken motif in your piece.	
Use spatial awareness to make sure you do not bump into each other and to make sure your formations are accurate.	
What mood are you trying to convey? Use your facial expressions to show this to the audience.	
Are you demonstrating self –discipline in contributing your best work during rehearsal? Make sure you have practiced enough to stay in character even if a mistake is made.	
Rehearse movement systematically (over and over again) to develop a good movement memory	
Are you all in time, count the beats in the music? Practice by saying the counts out loud as a group.	
Raise your eye line up. Look above the mirrors when looking out to the audience.	
Hold end position for at least 3 counts	

## Homework

### Answer the following questions

1. What does the dance term stimuli mean? \_\_\_\_\_
2. What was the stimuli for your most recent performance? \_\_\_\_\_
3. What does the dance term choreographic intention mean? \_\_\_\_\_
4. What does the dance term motif mean?  
\_\_\_\_\_  
\_\_\_\_\_

5. Can you briefly describe one motif used within your dance (include action, space and dynamics in your description).

Action (what) \_\_\_\_\_

Dynamic (how) \_\_\_\_\_

Space (where) \_\_\_\_\_

**Reflect on your performance during today's lesson. State what you the you did well (What Went Well) and what you would do differently if you had the opportunity to performance again (Even Better If)**

**WWW** \_\_\_\_\_

**EBI** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 5 – self-review

## Personal Responsibility – Self Evaluation

**Task: Review your work ethic and mental skills during the creative process.**

1. Did you demonstrate commitment in working hard during rehearsal process?

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2. Did I set and maintain high standards for myself?

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3. Did I spend enough time to do quality work?

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4. Did I avoid distractions in order to complete my work?

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5. Did I make good use of available resources? (peers, mirrors, teacher feedback)

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6. Did I ask questions if I needed help?

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## Performance review

**Task: Watch yourself back and review your performance**

**State the physical skill target you set yourself during rehearsals:** \_\_\_\_\_

**How did you achieve your target?**

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**How did improving your chosen skill make the dance look more effective?**

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**State the expressive skill target you set yourself during rehearsals:** \_\_\_\_\_

**How did you achieve your target?**

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**How did improving your chosen skill make the dance look more effective?**

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**Using the criteria below give yourself a mark for your performance (Dancers are marked individually even though they are dancing as a group)**

**ASSESSMENT CRITERIA (To which the activity provides evidence)**

**Demonstration of physical skills and attributes safely to reflect choreographic intent**

*Posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation.*

8 (Clear)	Exceptional ability to demonstrate physical skills and attributes safely.
7 (Just)	
6 (Clear)	Highly developed ability to demonstrate physical skills and attributes safely.
5 (Just)	
4 (Clear)	Sound ability to demonstrate physical skills and attributes safely.
3 (Just)	
2 (Clear)	Limited ability to demonstrate physical skills and attributes safely.
1 (Just)	
0	Nothing worthy of credit.

**Demonstration of technical skills accurately and safely to reflect choreographic intent**

*Action content, dynamic content, spatial content, relationship content, timing content, rhythmic content, movement in a stylistically accurate way.*

8 (Clear)	Exceptional ability to demonstrate technical skills accurately and safely.
7 (Just)	
6 (Clear)	Highly developed ability to demonstrate technical skills accurately and safely.
5 (Just)	
4 (Clear)	Sound ability to demonstrate technical skills accurately and safely.
3 (Just)	
2 (Clear)	Limited ability to demonstrate technical skills accurately and safely.
1 (Just)	
0	Nothing worthy of credit.

**Demonstration of expressive skills to reflect choreographic intent**

*Projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, communication of choreographic intent (mood, meaning, ideas, themes, style/style fusion)*

8 (Clear)	Exceptional ability to demonstrate expressive skills.
7 (Just)	
6 (Clear)	Highly developed ability to demonstrate expressive skills.
5 (Just)	
4 (Clear)	Sound ability to demonstrate expressive skills.
3 (Just)	
2 (Clear)	Limited ability to demonstrate expressive skills.
1 (Just)	
0	Nothing worthy of credit.

**Mental skills and attributes during performance**

*Movement memory, commitment, concentration, confidence, systematic repetition, mental rehearsal, planning of rehearsal, rehearsal discipline, response to feedback, capacity to improve.*

4	Exceptional demonstration of mental skills and attributes.
3	Highly developed demonstration of mental skills and attributes.
2	Sound demonstration of mental skills and attributes.
1	Limited demonstration of mental skills and attributes.
0	Nothing worthy of credit.

Outcome of Performance \_\_\_/24

Outcome of Mental Skills \_\_\_/4

**Teacher Grade and Comment:**

**Student feedback**

**Which topic did you enjoy the most and why was it your favourite?**

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**How would you improve it?**

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