

‘Across the Lines’ a choreographic learning resource for KS3 upwards looking at the theme of ‘racism’, written by Beth Butler. Using music as a stimulus students will create and perform a movement motif while evaluating their performance through peer mentoring.

**Across the Lines, song written & performed by Tracy Chapman.
Album - Tracy Chapman, 1988.
Lyrics and audio available at www.tracychapman.com**

Learning outcomes:

- Appreciate & understand the issue of racism
- Use lyrics & music as a stimulus for choreography
- Learn & accurately perform a phrase of movement
- Perform own work with confidence
- Evaluate successes & limitations of their own & peer work

Introduction	<p>Listen to the song and read the lyrics together. Class discussion of the lyrics, their content, the theme and how choreography could be created using the song as a stimulus. Ask students to identify key words and phrases which could inspire a movement or an emotion.</p> <p>Chorus. Teacher models a short motif using their ideas.</p> <p>Teaching/Learning a short phrase of movement inspired by the lyrics. Ask students to reflect on the choreography of the motif’s movements. Why and how do they successfully communicate the selected words of the song? Practice the motif. Perform the motif accurately with a clear sense of timing & control.</p> <p><i>Skills covered:</i> Appreciation of the issue of racism; Learning & performing a phrase of movement; Evaluation of the performance; Appreciation of music as a means of expression; Understanding how dance & music can work together collaboratively.</p>
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<p>Middle section</p> <p>Developing student ideas</p>	<p>Recap the issue of racism, highlighting key points.</p> <p>Re-read the song and lead a focused discussion.</p> <p>Thought shower on whiteboard looking at key ideas: assault, riot, media coverage.</p> <p>Guided discovery of possible movement ideas appropriate to the section.</p> <p>Emphasis upon using imagination and abstract movement rather than obvious pedestrian movement ideas.</p> <p>Group task for middle section</p> <p>Composition of own movements in response to the middle section of the song from 'Little black girl gets assaulted' to 'One white boy goes blind'. Create a movement phrase for each line of the second verse. Use clear arm & leg gestures & strong body shapes.</p> <p>The groups can decide if they wish to define roles of two opposing gangs or if they wish to explore the idea of one gang working together as a unit.</p>
<p>Final section</p> <p>Developing choreography for the final section in pairs</p>	<p>Composition of own movement material in response to the lyrics in the final section of the song. This could include repetition / motif development of the teacher taught motif, their own chorus motif, or the group motif.</p> <p><i>Skills covered in 3 & 4 above:-</i> Develop the dance through varying use of space and travel; Use choreographic devices to add variation e.g. unison, canon, retrograde, repetition; Develop their understanding of how to work in a group situation, work in a co-operative manner, realise the effect their decisions have on others and to work in a positive and democratic way in pairs, group and whole class work; Compose appropriate movement in relation to written stimuli creating and selecting accordingly.</p> <p>Recap ideas after each lesson and gradually build on the choreography.</p>

Performance	Practice & rehearse the whole dance, ensuring quality of movement material & performance skills with an awareness for intention & sincerity.
Appreciation	Video the class dance for students to observe their own work & the work of others. Encourage appreciation using dance vocabulary. Evaluate strengths & limitations of own & peer performance. Evaluate personal achievement.
Cross curricular learning ideas	Research racism on the internet; Read or watch <i>Romeo & Juliet</i> to appreciate the issue of conflict between two sides; Write own poem based on racism; Research the Bloods & the Crips, two rival gangs in USA.