



Government of
South Australia

Arts SA
Department for Education and Child Development

Shared Visions

Shared Visions



RESTLESS
DANCE
THEATRE



SHARED VISIONS

SA School for Vision Impaired


- We VALUE: Excellence, Equity and Integrity
- Our VISION is of a service where highly trained staff, parents, and relevant agencies collaborate to provide students with access to SACSA, Australian Curriculum and expanded core curriculum for students with vision impairment, which enables them to achieve to their full potential.
- Our MISSION is to demonstrate leadership and best practice in the delivery of education programs for students with vision impairment.

Restless Dance Theatre

- PURPOSE: Restless Dance Theatre collaboratively creates professional caliber dance theatre with young people with and without disability.
- Our VISION is to present unexpectedly real dance theatre works in multiple mediums to diverse audiences around the world.
- Our MISSION is to stretch artistically and develop wider markets for our work.



WE KNOW

- *“Graceful movement does not always come naturally for students with vision impairment and is often ‘taught’ through Orientation and Mobility. Dance would provide another avenue for our students to develop and enhance their understanding of natural, graceful, movement - which in turn enables them to become part of the wider community/society.” (Jones, 2014)*
 - *“Children with vision impairment often have a limited experience of what their bodies can do, making it difficult for them to move naturally and with confidence...” (Jones, 2014)*
 - *“To combat this, we wanted to create a space for students to practise movement in a way that was more independent and spontaneous to enhance what is usually ‘taught’ using traditional methods such as orientation and mobility.” (Jones, 2014)*
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AIMS OF THE PROJECT

- To enhance students sense of physical awareness
 - To discover how dance theatre can be a vehicle for self-expression, creativity and critical engagement
 - To provide students with an arts experience that will have a positive affect on other areas of their life-long learning
 - To explore ways in which the school's expertise in assistive technologies could be incorporated into future dance based programs
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SIGNIFICANT BENEFITS OF THE PROJECT TO STUDENTS AND STAFF

- Improved well being – not only physically, but also improvements in cognitive, social and emotional awareness and overall maturity
 - Increased self esteem and confidence through successfully responding to creative challenges
 - Opportunities for expressive arts exploration in a supported environment
 - Professional learning for staff from experts in Dance, Audio Description and Digital Media
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LINKS TO THE AUSTRALIAN CURRICULUM

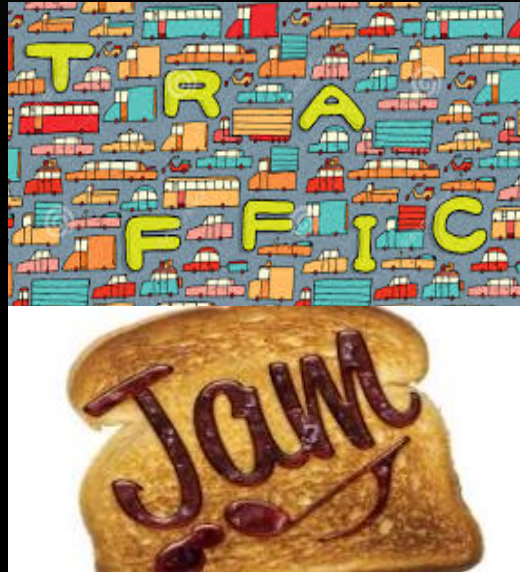
The **elements of dance** which are listed in the in the Australian Curriculum: The Arts, Dance clearly express the valuable improvements in body awareness that this residency will bring to these students:

- **body** the instrument of expression that is manipulated using the other elements, including body awareness, body bases, body parts, body zones, locomotor and non-locomotor movements
- **space** where the body moves, including level, dimension, direction, shape, negative space, planes, pathways, general space, personal space and performance space
- **time** when dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness, beat
- **dynamics** how dance is performed, including weight, force, energy and movement qualities
- **relationships** the way in which two or more things are connected to or associated with one another, for example dancer to dancer, dancer to object, right arm to left arm.



TRAFFIC JAM

- Video





HOW THE DANCE SEQUENCES EVOLVE

Students expanded on movement vocabulary and used creative movement in response to familiar, everyday activities

- Brushing your teeth
 - Eating your breakfast
 - Getting into a car and putting on your seatbelt
 - Looking left and right before crossing a road
 - Waiting for the pedestrian signal to indicate you can go
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THE USE OF TECHNOLOGY

To explore how SASVI's expert use of assistive technologies could be best utilised to provoke creative responses and incorporated into future arts based learning opportunities.



PERFORMANCE SPACE

Successful strategies to clearly define space and boundaries



AUDIO DESCRIPTION

- “Audio description is commentary for people who are blind or vision impaired. Audio Describers deliver verbal commentary providing information on actions and visual elements.” Access2Arts, 2016



Eliza Lovell, Audio Descriptor



Successes

Working as part of a
collective



Successes

Increased range of
movements,
co-ordination and
proprioceptive
awareness



Successes

Social and Emotional Learning



LOOPING WORKSHOP

- Adam Page, a multi-instrumentalist looping artist conducted a whole school workshop on the art of looping.
- A looping pedal was purchased and students composed and recorded the soundtrack for Shared Visions.
- Tactile markers were added and students now use looping for a range of activities.



Boss RC-300 Loop Station
with shape stickers to indicate pedals



REFERENCES

- Jones, Skye, DECD Media Release, RESTLESS DANCE THEATRE PRODUCTION, *Adelaide, 2014*
- Jones, Skye, Creative Partnerships – Artists in Residence - PROJECT PROPOSAL – *SHIFTING VISIONS* - THE SCHOOL FOR VISION IMPAIRED, ADELAIDE, 2013
- Shared Visions Project in collaboration with the South Australian School for Vision Impaired, 1 May – 25 September 2015
- <https://access2arts.org.au/services/audio-description/> 11th December 2016