



## FAD Collections *Le Briefcase Lesson*

**Grade Level(s):** 9-12

**Film(s):** Le Briefcase

**Discipline(s):** English Language Arts & Dance

### **Core Arts Anchor Standard**

1: Generate and conceptualize artistic ideas and work.

### **CCR Anchor Standard(s) for Writing**

- Grades 11-12 ELA: (W.11-12.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Dance Standard(s)**

- HS, Proficient: (DA:Cr1.1.1) a.) Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

### **Learning Objective(s)**

- Apply knowledge of creative writing and story structures to develop a short story based on an interpretation of an artists' work.
- Interpret the intent of props and settings within a performance as a whole and how they affect choreography.

### **Introduction**

The lesson surrounding *Le Briefcase* involves students in a dance class watching the video of the performance, identifying the props and settings used throughout, and interpreting the intent of those when thinking about the entirety of the storyline. Students will have the opportunity to add to the story of the performance.

### **Materials needed:**

- Props (random)
  - Balloons

- String
- Hats
- Etc...
- Pen or Pencil
- Paper
- Electronic device (optional)

**Total time/length of activity:** ~ 90 minutes, one whole class period

### Lesson

Students would have been discussing a variety of stimuli for sourcing movement and/ or this could be used as an introductory lesson to props.

1. (40 minutes) Students will explore improvised movement stimulated by certain props. The props here are up to each individual teacher but there is a slideshow [here](#) of some examples. This can be set up in stations where students rotate through the props and are guided through a general set of questions that encourage them to think about and try different things with the props (ex. How can you use the prop with your head? Can the prop be tossed? Can it be lifted?)
2. (10 minutes) Students will watch the video of *Le Briefcase* twice. The first time, they're just simplifying watching and the second time they will be asked to identify certain props and aspects of the setting that contribute to the movement and choreography of the dancers.
  - a. Note: this will include the briefcase, eye masks, the walls in the setting, etc...
3. (15 minutes) In partners, students will discuss the possible intent of such props and settings and will have a group discussion to come up with a collaborative analysis. The discussion may also lean more towards the movement qualities or choreography itself when the props are being used.
4. (25 minutes) During this time, students will write a short story on what is in the briefcase from the video. The story should align with the aspects of the performance including movement quality with an emphasis on props and settings. Students will have to justify their ideas on what is in the briefcase. There may be time for some students to share.

### Supplemental Materials:

[Short Story Guidelines](#)

[Slides for Props/ Movement](#)