



Dancing Queen

Education Resource



Government
of South Australia



Australian Government



JAMES & DIANA
RAMSAY
FOUNDATION



Dancing Queen

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Film Information, Synopsis and Themes

Country: Norway, 2023

Language: Norwegian

Subtitles: English

Genre: Feature fiction

Runtime: 90 minutes

Themes

Coming of age, Family, Dance
Hip Hop

Director: Aurora Gossé

Cast: Mina-Liv Elvira Kippersund Larsson, Edwin aka E D Win- Viljar Knutsen Bjaadal

Screenplay: Silje Holtet

Cinematography:

Music: Mimmi Tamba

Executive Producer: Silje Holtet

Synopsis

Dancing Queen is a coming-of-age film about relationships with a focus on positive messaging for body image and an insight into the loneliness of being an outsider. Mina, a 12-year-old girl, who is a self-confessed nerd falls in love with a famous hip hop dancer who moves to her town. Even though Mina cannot dance she auditions to be part of the crew for an upcoming competition.

About the Director

Aurora Gossé is a Norwegian director. Born in Trondheim and lives in Oslo, Norway. She has directed TV series, two features, short films and music videos. Gossé studied at the Norwegian Film School and her graduation film, We Who See in the Dark, won the Critics Award at The Short Film Festival in Grimstad in 2015.

Director's statement

"This is a story that depicts the transition from child to youth. The naive versus the self-aware. Originality against the perfect. The playful, spontaneous versus the serious and dutiful. The vulnerable versus the confident," said Gossé. The young director said the movie was about "doing what others expect of you versus following your own dreams. About having faith in yourself versus changing to be accepted." Variety – Feb 2023

<https://variety.com/2023/film/global/levelk-berlinale-generation-dancing-queen-worst-person-in-the-world-1235526746/>

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The Dancing Queen education resource has been developed with an awareness of the priorities and strategies of Government, Independent and Catholic schools in South Australia.

The intention of the resource is to provide activities that:

- explore ideas and strategies that might be a barrier to engaging with the film
- spark curiosity
- make connections between past information and/or experiences and new knowledge
- are inclusive of all learners.

Activities connect to the relevant year level, achievement standards, and corresponding content description, and general capabilities of the Australian Curriculum Version 8.4.

Literacy 	Critical and Creative Thinking 
Intercultural Understanding 	Personal and Social Capabilities 



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Health and Physical Education

Year 3 and 4

Achievement Standard

Students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations.

Content description

– Personal, Social and Community Health.

Communicating and interacting for health and wellbeing.

AC9HP4P01 – Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.

Year 7 and 8

Achievement standard

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing.

Content description

– Personal, social and community health.

Communicating and interacting for health and wellbeing.

ACPPS075 – Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

Year 5 and 6

Achievement Standard

Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

Content description

– Personal, social and community health

Communicating and interacting for health and wellbeing.

ACPPS056 – Examine the influence of emotional responses on behaviour and relationships.

Year 9 and 10

Achievement Standard

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

Content description

– Personal, social and community health.

Communicating and interacting for health and wellbeing.

ACPPS093 – Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.

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Media Arts

Year 3 and 4

Achievement Standard

Students discuss how they and others organise the elements and processes in artworks.

Content descriptions

ACAMAM058 – Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text.

Year 7 and 8

Achievement Standard

Students evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning.

Content descriptions

ACAMAR065 – Explain how the elements of media arts and story principles communicate meaning.

Year 5 and 6

Achievement Standard

Students describe characteristics of artworks from different social, historical and cultural contexts that influence their art making.

Content descriptions

ACAMAM062 – Explore representations, characterisations and point of view.

Year 9 and 10

Achievement Standard

They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Content descriptions

ACAMAM076 – Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes.

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Visual and Screen Literacy

Students today are more connected to media than any previous generation and the screen has become a new kind of page for them to read and make meaning from. Visual or screen literacy are the skills, knowledge and understanding students can build to support them 'read' images. By engaging in discussions different interpretations of the film may emerge. These discussions can form the basis for students to have alternative interpretations.

Being literate in reading films requires students to be able to:

- watch a film and analyse its content, cinematography, and technical aspects
- use the language of creative moving image productions
- understand the content of the film.

Visual/screen literacy knowledge, skills and understanding can be developed by asking students to:

- explain their response to a film by providing evidence to justify their reason/s
- observe what techniques the director uses to tell the story
- think about the reasons the film was made
- identify how colour is used, and how the sets and lighting affect how the story is told.

Martin Scorsese talking about the importance of visual literacy:

<https://www.youtube.com/watch?v=I9OZluYvHic>

Martin Scorsese's message to teachers

"You're training the eye and the heart of the student to look at a film in a different way by asking questions and pointing to different ideas, different concepts, and suggestions. You're training them to think about a story that is told to them in visual terms in a different way and to take it seriously."

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Before the Film

Introductory Activity – Watching Films

Viewing films is a great way for students to access diverse stories and voices and viewing films on a big screen in a cinema provides an opportunity to engage the senses in a way other media cannot. The sight, the sound, and being in a darkened cinema with others is an immersive experience quite different to anything else.

At the cinema – “And when we are in the dark, with many other people, we are especially alert to tiny signals from the audience that will trigger group laughter, screams, or tears. At home, alone, or with a few others, these signals are reduced proportionally.”



<https://www.theguardian.com/film/2020/may/15/together-in-the-dark-what-we-miss-about-going-to-the-movies>

Process for students interviewing each other and gathering information.

The following suggested questions are designed to engage students in a conversation with each other about how they access film. The number or types of questions can be modified based on year level.

Step 1 – Divide the class in two. Group A and Group B

Step 2 – Group A:

- receives a copy of interview questions
- interviews a person in Group B and records responses to questions.

Step 3 – Group B:

- receives a copy of interview questions
- interviews a person in Group B and records responses to questions.

Step 4

- Students from Group A get into small groups and students from Group B get into small groups and share the outcomes from the interviews.
 - Were there any similarities or differences.
 - Were there any trends.

Step 5

- Meet as a whole class to discuss interview responses.
 - Are there any trends?
 - What responses did they find interesting or surprising.

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Screen Australia

Cinema Audience Attendance Patterns

Australians attending the cinema at least once per year has averaged 67 per cent since 2000

<https://www.screenaustralia.gov.au/fact-finders/cinema/audiences/attendance-patterns>

Attendance Patterns by Age

Australians between the ages of 14 and 24 are the most like to attend cinemas.

<https://www.screenaustralia.gov.au/fact-finders/cinema/audiences/attendance-patterns/by-age>

A Trend

A general development or change in a situation or in the way that people are behaving.

Interview One

GROUP A - INTERVIEW QUESTIONS	
Question	Response
Do you usually watch movies at home or at the cinema?	
On average, how many films would you watch a week? (Include documentary and fiction films)	
What is the longest movie you have ever seen and how long was it?	
What actor would you like to meet? Why?	
A movie is being made about your life what actor would you like to play the role of you? Why?	
What is your favourite movie? Why?	
Have you watched foreign films with subtitles?	
What movie would you recommend for your friends to see and why?	
What is the worst movie you have ever seen and why was it the worst?	
What is a movie you could watch over and over again? Why?	

GROUP B - INTERVIEW QUESTION

Question	Response
Do you think films can be educational? Why and how are they educational?	
What is the name of a movie you would like to star in? Why?	
What is the last movie you saw? Where did you watch it? Were you by yourself or with others?	
What is your favourite genre of movie to watch? Why?	
Do you watch movies online? When do you watch movies online?	
Do you usually buy anything to eat when you are at a cinema watching a movie? What is your favourite thing to buy?	
What is your favourite movie hero? Why?	
Do you prefer animated movies or real movies? Why?	
How much does it cost you to go and see a movie at a cinema?	
What do you think cinemas could do to attract more people to see movies at the cinema?	

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Before the Film

Viewing Foreign Films

Foreign films get us out of our comfort zone by watching something quite different from us and hearing another language we might not be familiar with. We see new customs and landscapes. They also provide opportunities to talk about cultural differences and similarities. While aspects of another culture might be quite different other aspects are likely to be very similar such as anxiety about body image and fitting in with friends.

Strategies to support students

There are strategies that can be utilised to create an enjoyable and enriching experience for students as they watch foreign films with subtitles. These strategies aim to enhance language skills, cultural understanding, and overall engagement with the film by incorporating language and cultural exploration.

Pre-watching activities can help students to:

- better understand and appreciate the content
- preview the subtitles to assist following the story
- make predictions about possible key moments.

Movie Trailer

A series of selected shots from the film being used to attract an audience. The selected shots are usually the most exciting, funny, or key moments in the film. They are usually produced without spoilers.

As a whole class watch

- The trailer: <https://www.youtube.com/watch?v=zVSViByHNsM> (2:09 minutes)
- Clip one: <https://cineuropa.org/en/video/438923/rdid/438679/> – Start of the school year – E.D Win comes to school.
- Clip two: <https://cineuropa.org/en/video/438924/rdid/438679/> – E.D Win let's everyone know about the dance auditions.
- Clip three: <https://cineuropa.org/en/video/438925/rdid/438679/> – Mina goes to her grandmother for dance lessons.
- Clip four: <https://cineuropa.org/en/video/438926/rdID/438679/> – Mina is rejected by E.D Win and embarrassed in front of everyone.

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In small groups students discuss and record:

- what the trailer and clips suggest the key moments in the film are.
- predict what they think the film is going to be about?
- identify the key characters in the film?
- identify knowledge they might need to support them access the content of the film?



As a whole class groups share what they have recorded and discussed.

Hip Hop

Hip Hop is characterised by its acrobatic movements, stylised footwork and the music.

Researching and exploring the similarities and difference

Based on the small groups discussions each group identifies an aspect they will research to present to the whole class. The research they undertake will support building cultural knowledge about Norway or the main themes in the film of *Dancing Queen*. The focus for the research could include:

- Norwegian history, language and culture
- Hip Hop culture in Norway
- Hip Hop culture in Australia
- Body image.

Norwegian is considered one of the easiest languages for English speakers to learn.

Springboards

Following is information and links to provide students springboards into their research. For example, there are many words in Norwegian that are the same as English it is just that they are pronounced differently. These include:

English Word	Norwegian Pronunciation
Hip Hop	Hip Hop
Festival	(fest-ee-vahl)
Arrangement	(arr-angh-sheh-mahnt)
Pasta	(past-ah)
Burger	(bur-gehr)- pronounced with a soft, flipped "r"
Person	(pehr-shoon) "per" pronounced with a soft, flipped "r"
Exam	"eksamen"
Data	(dah-tah)
Under	(unn-err)-the "d" is essentially silent
Over	(oh-verr) "ver" pronounced with a soft, flipped "r"
Atom	(ah-toom)
Ski	(shee)
Glass	(gloss) with a quick "o"
Finger	(fing-err) flip the "r"
Problem	(pro-bleh-em)
For	(fohr)with a quick, flipped "r"
Bank	(bahnk)

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What do you know about Hip Hop dance?

4 basic moves of Hip Hop

Toprock – The steps performed while standing. It is often the first display of the Hip Hop dancer's style.

Downrock – also known as floorwork or footwork. This term refers to any movement on the floor in which the dancer's hand are as important as their feet in supporting the dancer.

Power moves
Moves that rely on speed, momentum, and acrobatic elements.

Freezes
A technique that involves halting all body motion, often in an interesting or balance-intensive position.

HipHop International Australia
<https://www.hhiaustralia.com/>

YouthTime Magazine, 2020 – Hip Hop Does Not Have Norwegian Borders,

<https://youthtimemag.com/hip-hop-does-not-have-norwegian-borders/>

In this article, Isaac Herron discusses how hip hop is a strong force for the Norwegian youth community.

Norwegian School of Sport Sciences, Breakdancing – Beyond the Dance,

<https://www.nih.no/en/about/news/news/2017/june/break-dancing--beyond-the-dance/>

This article looks at a doctoral study by Tonje Fjogstad that followed breakdancers in Oslo over a period of eight months. Fjogstad wanted to study the importance of breakdancing and how it influences identity and gender roles.

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Questions to stimulate discussion and critical thinking after Dancing Queen.

Whole class discussion questions

- What did you think the message of the film was? Did you agree or disagree with it?
- Was there anything you didn't understand about the film?
- What did you like the most about the film? Why?
- What did you like the least about the film? Why?



Small group discussion questions about the film

- What were you thinking as you finished watching the film?
- What part of the story was the most powerful? Why?
- If you had a chance to ask the director of the film a question, what would it be?
- If you had a chance to ask a character in this movie a question, what would it be?
- If you were writing the screen play for this movie, would you have changed the ending? Explain what the ending would be.

Small group discussion questions

About the Film

- What were you thinking as you finished watching the film?
- What part of the story was the most powerful? Why?
- If you had a chance to ask the director of the film a question, what would it be?
- If you had a chance to ask a character in this movie a question, what would it be?
- If you were writing the screen play for this movie, would you have changed the ending? Explain what the ending would be.

About the Characters

- What were the characteristics of the protagonist? Were those characteristics like your own or those of someone you know?
- Select one of the main characters in the film and discuss their personal qualities and how these qualities helped solve the problem or are a part of the message of the film.

Protagonist

The leading character or one of the major characters in a play, film, novel, etc.

Antagonist

The adversary of the hero or protagonist of a drama

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Role Play

Role play provides an opportunity for students to explore real-life situations or scenarios that can be unfamiliar, complex, or controversial. Students will examine their personal feelings toward others and their surroundings as they assume the role of another person and utilise different perspectives.

Working in small groups:

Step One

- Select a scene from the *Dancing Queen* and identify the situation.
- Introduce the problems and explore the issues.

Note – Refer back to the clips on page 10 if students cannot remember a situation.

Step Two

- Discuss the issue being explored.
- Identify what you want to achieve.

Step Three

- Assign a fictional character role to each person in the group.
- Check that there is a protagonist and antagonist role.

Step Four

- Act out the scene.
- Practice the scene using different approaches for handling the situation.
- Discuss how these changes affect the outcome.



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Aurora Gossé discusses creating a dance movie for kids 8 – 12 and over.

<https://nordiskfilmogtvfond.com/news/stories/aurora-gosse-on-dancing-queen-creating-a-re-dance-movie-for-kids-8-12-and-over>

About Mona Bernsten the Hip Hop dancer who appears at the end of the film Dancing Queen

<https://www.moroccoworldnews.com/2022/02/347247/mona-berntsen-dancing-queen-returns-to-limelight-with-justin-bieber>

Embrace Kids

<https://theembracehub.com/see-the-film/>

Health Direct body image

<https://www.healthdirect.gov.au/body-image>

SBS Documentary,

Body Positivity

<https://www.sbs.com.au/ondemand/watch/2184963139744>