

CREATIVE DANCE WORKSHOP

Emphasis: Literacy and Dance

Tuesday 2nd July, 2013

Marino

	MUSIC	ACTIVITY
WARM UP	<i>Quixtomomosis – Brass Souls</i>	Shake out – arms – R then L up & side, R then L down & side; legs R then L front & side, R then L back & side Claps in 2s high, high, mid, mid, low, low & spin around. X 2 Then claps single - high, high, mid, mid, low, low & spin around. X 2 Twist on spot – move to right – move back to left Shoulder, shoulder, elbow, elbow, arm, arm – forward. Then both back together. Shoulder, shoulder, elbow, elbow, arm, arm – backward. Then both forward together – take this sequence around the room. (see video)
	<i>Ta Douleur - Camille</i>	Bounces – 4 to front , to Right, to Back, to Left, Front, Left, Back, Right. (squared figure 8 pattern) (See video)
	<i>Golden Brown - Stranglers</i>	Arm swings side to side, Side to side and over the top, arm swings and skip to the side. Twist & touch hip x 4, twist & touch shoulder x 4, twist & reach diagonal x 4, twist & touch shoulder x 4, twist & touch hip x 2, 2 and turn to the Right, walk; twist & touch hip x 2 and turn to Left. 2 groups A and B. Group A does Swing and skip to the Right then Twist and turn to the Left x 2 then run off. Group B run on and do same sequence then run off while Group A run on and do Left side. They run off when finished and Group B run on and do Left side. (see video)
	<i>Cha Cha Cha – Balkan Beat Box</i>	Dancers travel about space. On cue of “ONE” called out dancers make a large “X” with their bodies. On cue of “TWO” dancers jump and turn in the air landing in a Spiderman like pose. On a cue of “THREE” dancers spin in either direction and finish by pointing at a corner of the room (with any body part of their choice).

	MUSIC	ACTIVITY
'Folk' Dance	<i>Kansas City Hornpipe - Fred Morrison</i>	<p>South African Welly Dance</p> <p>Basic 4 beat – step forward on R; step back on R.</p> <p>Slap outside of R foot with R hand before Basic 4 walk. (And 1 – 2 – 3 – 4)</p> <p>Break 1 – walk forward 2 and back 2.</p> <p>Slap outside of R foot then inside of L foot with R hand(And 1 – And 2 – 3 – 4)</p> <p>Break 2 – walk fwd 2 and back 2, point R with L hand and point L with R hand, feet together and jump to face front</p> <p>Slap outside of R foot then inside of L foot with R hand, then slap calf of R with L hand (And 1 – And 2 – And3 – 4)</p> <p>Break 3 - walk fwd 2 and back 2, point R with L hand and point L with R hand, feet together and jump to face front, shimmy backwards with shoulders shaking and arms to the side.</p> <p>Slap outside of R foot then inside of L foot with R hand, then slap calf of R with L hand and inside of L foot with R hand (And 1 – And 2 – And3 – And4)</p> <p>Break 4 - walk fwd 2 and back 2, point R with L hand and point L with R hand, feet together and jump to face front, shimmy backwards with shoulders shaking and arms to the side, then bend forward and jump forward 4 times with hands on knees.</p> <p>Finish – Slap both hands down/up on R thigh, stamp, Clap 2, Slap hips 3 & 4 (Repeat)</p> <p style="text-align: center;">See Video demonstration</p>

WATER - DANCE

Section 1	<p>3 Groups A B C</p> <p><u>Water in Action</u></p> <p>8 beats for nothing</p> <p>8 beats moving slightly</p> <p>8 x 3 approx. movement in large group eg. WAVE then break into smaller groups to do second movement eg. RAPIDS</p>
Section 2	<p>Smaller groups – V W X Y Z</p> <p><u>Water – Home to ...</u></p> <p>Movement sequence suggested by 3 different creatures eg. TURTLE JELLYFISH SHARK</p>
Section 3	<p><u>Water Activities</u> – Whole Group - Sequence based on movements involved in various activities.</p> <p>Left Elbow 1-2-3-4 Right Elbow 1-2-3-4</p> <p>Left Elbow 1-2-3-4 Swim breast stroke to Left</p> <p>Turn right Row 2 Stand 2 Row 2 Stand 2</p> <p>Lean away from sail 2 – 3 – 4</p> <p>Throw water polo ball 2 3 4</p> <p>Splash - Splash – SplashSplashSplash</p> <p>(Development opportunity – having taught this sequence or one like it the children could be asked to add an 8 or 12 beat phrase of their own)</p>
Section 4	<p><u>Water Words</u> - Solo – choose 2 words from the list as a way to travel around space.</p> <p>eg POURING SPLASHING</p> <p>4 GROUPS NAMED WATER - UISCE WODA (Polish) PAANI (Bangladeshi) AGUA (Spanish) - when your group name is called you have 8 beats to travel around the space.</p> <p>All Groups together.</p>
FINISH	<p>Repeat Section 1 & create final image.</p>

WATER - DANCE	
Section 1	Water in Action <ul style="list-style-type: none"> • Waves • Waterfalls • Rapids • Whirlpools • Streams • Drips
Section 2	Water – Home To ... <ul style="list-style-type: none"> • Whale (míol mór) • Fish (iasc) • Jellyfish (smug róin) • Seal (rón) • Diving bird (éan tumtha) • Turtle (turtar) • Sharks (siorc) • Dolphin (deilf) • Flying fish (iasc eitle)
Section 3	Water activities (Choreographed – see other table) <ul style="list-style-type: none"> • Swimming • Diving • Sailing • Rowing • Kayaking • Windsurfing • Paddling
Section 4	Water Words <ul style="list-style-type: none"> • Swirling • Splashing • Dripping • Sloshing • Pouring • Sluicing • Gurgling • Spitting • Spraying • Lapping

Music: Pretend

MUSIC

Here is a list of the music used in the workshop and some other tunes that you might find useful.

Dance Course Marino ▶ 🔊					
8 songs, 38 minutes					
▲	✓	Name	Time	Artist	Album
1	✓	Quixotomosis	5:01	BRASSOULS	Not Your Ordinary Municipal Brass Band
2	✓	Ta Douleur	3:11	Camille	BBC Radio 3 - Awards For World Music 2007 (Disc 1)
3	✓	Golden Brown	3:30	The Stranglers	Drive Time 4
4	✓	Cha Cha	4:14	Balkan Beat Box	BBC Radio 3 - Awards For World Music 2007 (Disc 1)
5	✓	Kansas City Hornpipe	4:49	Fred Morrison	Outlands
6	✓	Pretend	7:29	The Brandt Brauer...	Mr. Machine
7	🔊	Ben Williams of Tiree	5:40	Various	Debra Mixed Tape 1
8	✓	Pirates and Parakeets	4:41	LITE	For All the Innocence

The link on the Creative Dance page will bring you to Dropbox where you can download the music used.

Click on the name of the song to download.

[Blue Monday.mp3](#)

Click on the speaker symbol to listen to the track.



The next few pages contain some notes that might help you with dance planning.

The Dance Lesson

The Primary School Curriculum says:-

Dance in education involves the child in **creating, performing and appreciating** movement as a means of expression and communication. Dance differs from the other aspects of the physical education programme in that the primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement. (PE Curriculum page 3)

A good dance lesson should contain some or all of the following:-

A warm up

Walking – on the spot, in circles, fast and slow

Clapping in different directions and on different levels.

Jogging – on the spot, in circles, fast and slow.

Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg,

Rotating – arms in shoulder sockets, legs in hip sockets, head on neck

Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side.

Stretching – any yoga or sports stretches suitable for preparing body to move.

Exploration of space.

Directions – walking on spot, jumping facing front, back, right & left (colour coded walls)

Walking/jogging/hopping about the space with sharp direction changes on a cue eg. Drum, whistle, bell etc.

Exploration of movement elements.

Travelling, balancing, gesturing, swinging, turning, jumping, making shapes.

Action Words – Walk/jog for 8 Action Word 1 for 4; Action Word 2 for 4; Walk in a circle for 4; Action Word 3 for 4; Action Word 1 for 4; Move slowly to the floor; Action Word 2 for 4 etc.

Teacher planned sequence eg. Walk 4 Crouch 2 Stretch 4 Hop 2 Turn left 4 Melt 4 Roll 4 Rise 2

Creating of movement phrases.

In groups or solo the children have time and structure in which to make their own dance phrases.

Board Game – See instructions.

Numberbody – using the Numberbody as a guide the children make a dance about:- the 4 times multiplication tables, or their phone number or a random 5 digit number they've made up.

Action Words – each group is given action words. They arrange the words in an order that they think will make an interesting sequence and then create the sequence.

Performing of movement phrases.

The children sit in groups while one group at a time performs the dance they have created. Alternatively 2 or 3 groups might sit and watch while 2 or 3 perform and then vice versa.

Appreciation of movement phrases

Emphasis is placed on being attentive to and respectful of the work people have made. When the pieces have been performed comments are invited on what was good about the dances. Possible improvements or extensions might be suggested by those viewing the works.

Cool Down

To finish off the session, having discussed each other's work it is desirable to bring everyone back together for a some gentle movement. This might be some mirror work as a class or in pairs. Some yoga balances and breathing exercises could round the lesson off nicely.

Here is a reminder of the elements we have to work with in dance.

DANCE RESOURCE CHART
Instrument
Whole Body and Body Parts
Head – Shoulders – Elbows – Arms Hands – Torso – Hips – Legs – Feet
Movement
Movement in place (axial) Shake – Gesture – Stretch – Contract – Bend – Turn – Twist - Balance
Movement through space (locomotor) Crawl – Roll – Walk – Run – Leap – Jump – Hop – Skip – Gallop - Slide

The Elements of Dance

Space	Energy	Time
Size Big Small	Force Strong Weak	Speed Slow Fast Accelerating Decelerating
Level High Medium Low	Weight Heavy Light	Rhythm Natural time Steady beat
Shape Curved Straight	Quality Smooth Sharp Swing	
Directions Forward Backward Sideways Diagonal	Stillness Active Passive	
Pathway Straight Curved Circular Zig-zag		
Relationships Near Apart		

WHAT TO WATCH FOR IN A DANCE

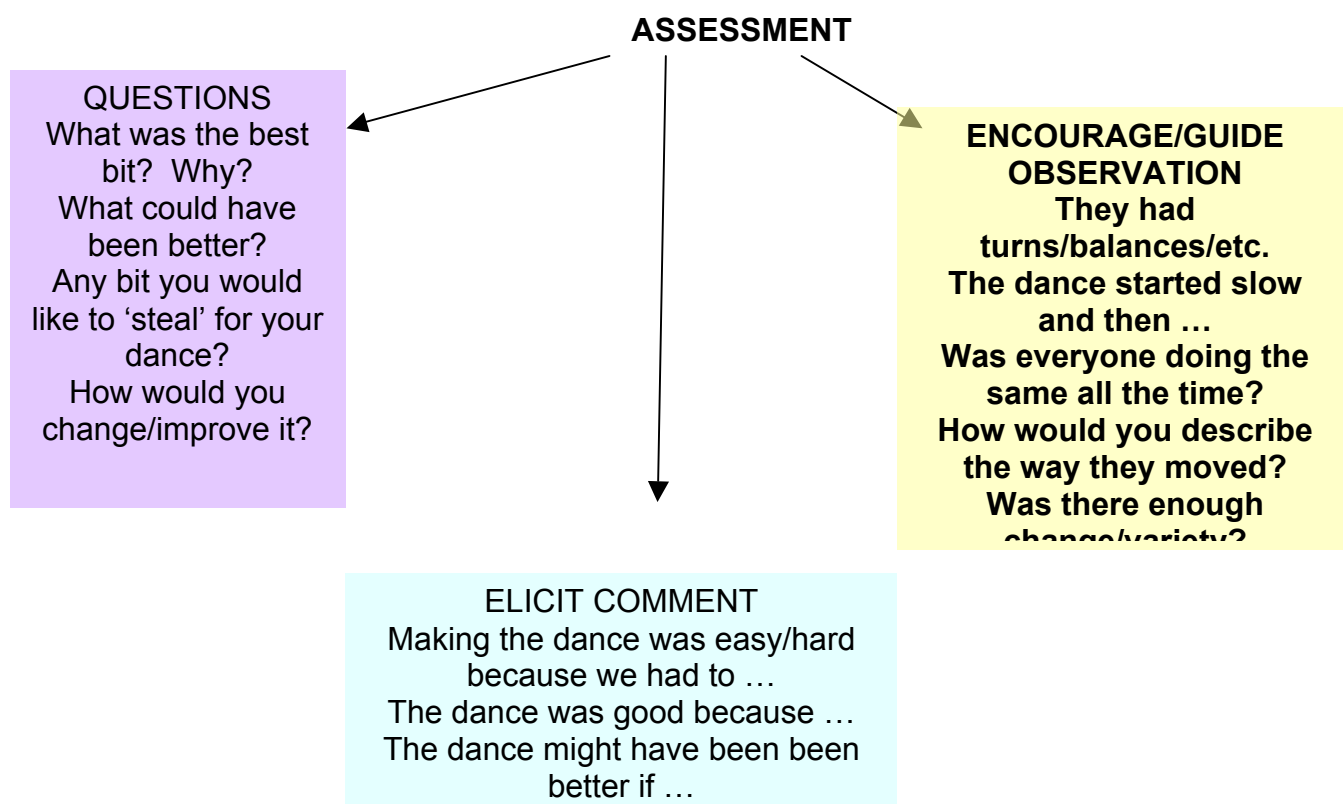
WHAT - Actions:

- Locomotor - walk skip jump roll crawl lie kneel slither
- Axial - gesture stretch twist turn

HOW: Smoothly, jerkily, slowly, sustained, intermittently

WHERE: High, low, right or left side, centre of space, in different parts of the room.

WITH: With whom do the dancers react, interact etc. Are they in pairs, trios or larger groups. How does this affect the way the dance is performed?



<p>Warm Up</p> <p>Walking – on the spot, in circles, fast and slow Clapping in different directions and on different levels. Jogging – on the spot, in circles, fast and slow. Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg, Rotating – arms in shoulder sockets, legs in hip sockets, head on neck Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side.</p> <p>Stretching – any yoga or sports stretches suitable for preparing body to move.</p>
<p>Exploration of space</p> <p>Pretend to throw a ball. Do it very slowly. Do it lots of times quickly like there are lots of balls. Do it like it's a big heavy ball. Run towards the Green wall and throw the ball up high. Now run and throw it towards the Yellow wall. Now throw it towards the bottom of the Blue wall.</p> <p>Get a beanbag and put it on the floor. Stand beside it.</p> <p>A) When the music plays walk away from your spot. When the music stops get back to your beanbag as quickly as you can. B) When the music plays walk away from your spot and walk around other people's bean bags without touching them. When the music stops hop back to your spot. C) When the music plays walk on tip toe away from your spot and walk around other people's bean bags without touching them. When the music stops get down low near the floor and waddle back to your spot (like a duck)</p>
<p>Exploration of movement elements</p> <p>Crouch down like a jack in the box inside its box. When I say your name jump in the air like someone has opened the lid of the box. Make a shape in the air and when you land stay still like a statue. Stay still until I tell you to relax and sit down. Watch the other children in the class doing their jumps. Who did an interesting jump? Show us again. Let's all try and do a jump and land like *****. Who else?</p>
<p>Creation of movement phrases</p> <p>Get into groups of 3. I'm going to give you a word - TWIST – who can show me this word with their body? Can you and the people in your group show me the word together? Sit down on the ground in a small ball. When I play the music and say 'go' get up and show me your TWIST movement. Now I want you to show me the word REACH – what different ways do we reach for things? They can be high up, low down or out to the side. You decide which direction you want to reach in. Ready now 'reach'. How can you and your group do reach together? Now sit down again and when you get up I want you to do TWIST and then REACH. The last word we're going to do is PUSH. Pretend to be pushing something with the people in your group. Now I want you to do all the words one after the other. Get down in your small shape on the ground. When the music starts I will say 'go'. Then you get up and do your TWIST until I say REACH. Then do your reaching move until I say PUSH. Keep pushing until I say stop.</p>
<p>Performing of movement phrases</p> <p>Now everyone sit on the floor. Which group would like to show us their TWIST, REACH, PUSH dance? Turn where you are on the floor and watch carefully. Remember which moves you like best.</p>
<p>Appreciating of movement phrases</p> <p>Say which dances you liked. What was good about them? What did you like about your dance?</p>

Warm Up
<p>Walking – on the spot, in circles, fast and slow Clapping in different directions and on different levels. Jogging – on the spot, in circles, fast and slow. Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg, Rotating – arms in shoulder sockets, legs in hip sockets, head on neck Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side.</p> <p>Stretching – any yoga or sports stretches suitable for preparing body to move.</p>
Exploration of space
<p>Walk 8 Freeze 8 Walk 4 Freeze 4 Walk 4 Freeze 4 Walk 2 Freeze 2 (x4)</p> <p>Pretend to throw a ball. Do it very slowly. Do it lots of times quickly like there are lots of balls. Do it like it's a big heavy ball. Run towards the Green wall and throw the ball up high. Now run and throw it towards the Yellow wall. Now throw it towards the bottom of the Blue wall. Each direction should have</p> <p>Get a beanbag and put it on the floor. Stand beside it.</p> <ol style="list-style-type: none"> When the music plays walk away from your spot. When the music stops get back to your beanbag as quickly as you can. When the music plays walk away from your spot and walk/weave in and around other people's bean bags without touching them. When the music stops hop back to your spot. When the music plays walk on tip toe away from your spot and walk around other people's bean bags without touching them. When the music stops get down low near the floor and waddle back to your spot (like a duck?) When the music plays walk away from your spot and touch a beanbag with an elbow, then another with a shoulder, then another with a knee. Make the movement down to the floor and back up as smooth and effortless looking as possible.
Exploration of movement elements
<p>Use MoveAction Words to create phrase for whole class eg. Walk/jog for 8 Action Word 1 for 4; Action Word 2 for 4; Walk in a circle for 4; Action Word 3 for 4; Action Word 1 for 4; Move slowly to the floor; Action Word 2 for 4 etc.</p>
Creation of movement phrases
<p>Dance Board Game – see instructions</p>
Performing of movement phrases
<p>Now everyone sit on the floor. Which group(s) will show us their dance? Turn where you are on the floor and watch carefully. Remember which moves/shapes/patterns you like best.</p>
Appreciating of movement phrases
<p>Say which dances you liked. What was good about them? What could have been improved? What did you like about your dance?</p>

Warm Up

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Stretching – any yoga or sports stretches suitable for preparing body to move.

Exploration of space

Jigsaw – in pairs the children stand back to back/side to side. One is A and the other B.

- When the music plays A leave B and travel around the hall. When the music stops A go back and stand with B as smoothly and quickly as possible. Then B take a turn travelling around the space while A stands in place. Return when music stops.
- When the music plays A leave B and whenever you see a B person you circle around them (swirl) getting lower as you go. Try and swirl around 3 different people before the music stops. When the music stops return to your partner hopping from foot to foot. B takes a turn at this.
- When the music plays A travels and swirls around Bs going up on toes and down in crouch as they go. Go around at least 3 people. When the music stops return to your partner moving side to side like a speed skater or like an astronaut in space or stepping over stinging nettles.

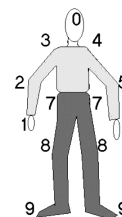
Exploration of movement elements

Telephone Number (see the Numberbody sheets in crate)

Dancers make movements using the body parts assigned to numbers.

Circle Square ZigZag

Class divided in groups each with a numberbody card. Teacher calls out a number “7” – class have to draw a circle using their hips. 9 draw a square with foot; “3” draw a ZigZag or Z with right shoulder.

**Creation of movement phrases**

Class in groups. Teacher throws 3 Move Action Words or picks 3 Action Words from wordbag. Groups decide on order of words and make a sequence.

Performing of movement phrases

Now everyone sit on the floor. Which group(s) will show us their dance? Turn where you are on the floor and watch carefully. Remember which moves/shapes/patterns you like best.

Appreciating of movement phrases

Say which dances you liked. What was good about them? What could have been improved? What did you like about your dance?

Warm Up

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Jigsaw – in pairs the children stand back to back. One is A and the other B.

- When the music plays A leave B and travel around the hall. When the music stops A go back and stand with B as smoothly and quickly as possible. Then B take a turn travelling around the space while A stands in place. Return when music stops.
- When the music plays A leave B and whenever you see a B person you circle around them (swirl) getting lower as you go. Try and swirl around 3 different people before the music stops. When the music stops return to your partner hopping from foot to foot. B takes a turn at this.
- When the music plays A travels and swirls around Bs going up on toes and down in crouch as they go. When the music stops return to your partner moving side to side like a speed skater.

Exploration of movement elements

Telephone Number (see the Numberbody sheets in crate)

Dancers make movements using the body parts assigned to numbers.
 Each group could make up a 4 digit number
 or older children could try a telephone number.

The school number would go like this

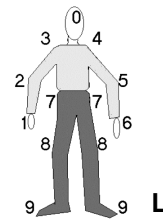
8325536 = knee, right shoulder, right elbow, left elbow, left elbow, right shoulder, left hand.

If the movements being created are uninspired and the dancers need more stimulus/ideas set out a sequence like circle, square, triangle.

This would mean then 8325536 = knee **circle**, right shoulder **triangle**, right elbow **square**, left elbow **circle**, left elbow **triangle**, right shoulder **square**, left hand **circle**.

Alternatively – take the 6 times multiplication tables and give one number sentence to a group of 3 children. They have to represent that sentence in movement using the numberbody.

$4 \times 6 = 24$ is left shoulder; left hand; right elbow; left shoulder. They can also make a movement or shape to represent the X and = signs.



R 9 L

Creation of movement phrases

Class in groups. Teacher throws 3 Move Action Words or picks 3 Action Words from wordbag. Groups decide on order of words and make a sequence.

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