

## CREATIVE DANCE WORKSHOP

Thursday 18<sup>th</sup> October, 2012  
Coláiste Mhuire, Marino

Group 1 – 4:00 – 5:00

	MUSIC	ACTIVITY
<b>WARM UP</b>	<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 Shoulders up and down. Twist on spot – heel/toe move to right – move back to left R then L shoulders forward, R then L elbows forward, R then L arms back, Both arms fwd.
	<i>Ta Douleur - Camille</i>	Bounces – 4 to front , to Right, to Back, to Left, Front, Left, Back, Right. (squared figure 8 pattern)
<b>TRAVEL</b>	<i>Cha Cha – Balkan Beat Box</i>	Walk 2, 3, 4, 5, 6, 7, 8. Freeze for 8. Then 4s, 2s, 1s. Using Action Word cards we develop a sequence - Walk 2, 3, 4. Melt 2, 3, 4 Jab 2, 3, 4. Push 2, 3, 4. After playing with this a few times as a solo dancers then get into pairs or trios and make a unison sequence, replacing Walk with Travel to offer some scope. All groups perform sequence simultaneously using different musics. 2 or 3 groups perform sequences at a time – other groups watching. Observers encouraged to view with 'CRITICAL SPECS' Opportunity given to observers to say what they liked, what idea(s) they'd 'steal' the next time they were making a dance.
		Elements chosen by drawing words from Action Word list (see website link)

	MUSIC	ACTIVITY
<b>GROUP</b>		Shape sheet
	<i>Often a bird – Wim Merten</i>	In groups of 3 - 5 dancers look and try out a few shapes from the sheet. Each member of the group chooses a different shape and with music goes into that shape and holds it. Next the dancers look at the other shapes in their group and find a way to combine them into one group image. The shapes should be connected though not necessarily touching. Try it with the music. From the Shape Sheet dancer chooses a shape for themselves and decides where in the room they're going to perform it. They leave the group and go make their shape. Then return to the group for one more shape Back to the shape sheet and this time everyone in the group does the same shape. After making the shapes connect the group finds a way to move within the shape. They do this for approx. 8 beats and then hold final image. Having created the elements of this dance the group 'walks through' the sequence to make sure everyone is clear. The group then performs the whole sequence. 2 or 3 groups then perform at a time with the rest of the class watching.

Group 2 5:00 – 6:00

	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 Shoulders up and down. Twist on spot – heel/toe move to right – move back to left R then L shoulders forward, R then L elbows forward, R then L arms back, Both arms fwd.
	<i>Ta Douleur - Camille</i>	Bounces – 4 to front , to Right, to Back, to Left, Front, Left, Back, Right. (squared figure 8 pattern)
	<i>Golden Brown - Stranglers</i>	Arm swings side to side, Side to side and over the top, arm swings and skip to the side. Upper body twist – arms at hip level x4, at shoulder level x4, catch the high ball x4 Body twist, arms at hip level 1, 2 and turn to the Right, 1, 2 and turn to Left.
TRAVEL	<i>Cha Cha – Balkan Beat Box</i>	Walk 2, 3, 4, 5, 6, 7, 8. Freeze for 8. Then 4s, 2s, 1s. Using Action Word cards we develop a sequence - Walk 2, 3, 4. Melt 2, 3, 4 Jab 2, 3, 4. Push 2, 3, 4. After playing with this a few times as a solo dancers then get into pairs or trios and make a unison sequence, replacing Walk with Travel to offer some scope. All groups perform sequence simultaneously using different musics. 2 or 3 groups perform sequences at a time – other groups watching. Observers encouraged to view with 'CRITICAL SPECS' Opportunity given to observers to say what they liked, what idea(s) they'd 'steal' the next time they were making a dance.
		Elements chosen by drawing words from Action Word list (see website link)

	MUSIC	
CROSS THE FLOOR	<i>Pick Up The Pieces – Average White Band</i>	Gesture sequence. Walk 2-3-4. Wait 2-3-4 then building it up. Walk 2-3-4. Where's my keys Oh no! Who said that? Oh hi! Aaargh 2, Brush water away.
Development of the floor crossing sequence	<i>Scout – Calexico</i>	In groups – Take 2 gesture cards per group and make a 2 gesture sequence for 8 beats This new phrase is added to the learnt phrase. Avoid a lot of repetition. Explore new ways to arrange group ie. Circle, square, line opposite line etc. Actions can be in canon, pairs, unison. Groups perform for each other – do sequence, short pause and repeat after 'regroup' count of 8 Alternatively they could do the phrase first time, travel around space and repeat in another part of the hall.

	MUSIC	
<b>DANCE BOARD GAME</b>	<i>Blue Monday- New Order</i>	<p>In groups of 4 or 5 each person takes a letter A, B, C or D. Each group has a copy of the board game and a counter. The teacher rolls a die or two dice and person A moves the counter from the START HERE box. (With very young classes it might be easier to have just one board that the children can take turns to come and move the counter on.) Each person takes it in turn to decide where the rolls of the dice will take the counter – A then B etc. Attention to connecting the sections and exploring different directions and levels should be encouraged.</p> <p>If you download the game from the link then there are more detailed suggestions in the PDF file.</p>

### 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.**

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

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