

CREATIVE DANCE WORKSHOP

Thursday 27th October, 2011
Coláiste Mhuire, 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 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.
	<i>Why Can't We Live Together - Sade</i>	Sitting cross legged R leg in front – bow to R and touch head off knee, repeat to L. Hands reach forward to touch floor (we're not worthy). Repeat with L leg in front. Legs stretched in front reach R hand for L big toe, L hand for R big toe.
TRAVEL	<i>Cha Cha – Balkan Beat Box Blue Monday- New Order Beattles Go Baroque – Peter Breiner.</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. Spread 2, 3, 4 Glide 2, 3, 4. Clap 2, 3, 4. After playing with this a few times as a solo dancers then got into pairs or trios and made 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! Oh no, 3, 4.
Development of the floor crossing sequence	<i>Fatboy Slim – Right Here Right Now.</i>	In groups – Take 2 of the gesture cards per group and make a 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. Alternatively they could do the phrase first time, travel around space and repeat in another part of the hall.

	MUSIC	
DANCE BOARD GAME	<i>Scout – Calexico</i>	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.) If you download the game from the link then there are more detailed suggestions in the PDF file.

MUSIC PLAYLIST

Here are the songs used in the workshop. Most of them are on the CD that Cairiona showed you. There may be one or two differences. Let me know if there are any problems.

▲	Name	Time	Artist	Album
1	<input checked="" type="checkbox"/> Quixotomosis	5:01	BRASSOULS	Not Your Ordinary Municipal Brass Band
2	<input checked="" type="checkbox"/> Ta Douleur	3:11	Camille	BBC Radio 3 – Awards For World Music 2007 (Disc 1)
3	<input checked="" type="checkbox"/> Why Can't We Live Together	5:28	Sade	Diamond Life
4	<input checked="" type="checkbox"/> Golden Brown	3:30	The Stranglers	Drive Time 4
5	<input checked="" type="checkbox"/> Cha Cha	4:14	Balkan Beat Box	BBC Radio 3 – Awards For World Music 2007 (Disc 1)
6	<input checked="" type="checkbox"/> Pick Up The Pieces	3:59	Average White Band	Drive Time 4 [Disc 1]
7	<input checked="" type="checkbox"/> Peter Gunn Theme	3:50	The Blues Brothers	The Blues Brothers Soundtrack
8	<input checked="" type="checkbox"/> Memphis Stomp	3:37	Dave Grusin	The Firm (Soundtrack from the Motion Picture)
9	<input checked="" type="checkbox"/> Scout	2:09	Calexico	Spoke
10	<input checked="" type="checkbox"/> Dance 001 (BPM 120)	6:40	Ciarán Gray	Ciarán Gray's Album
11	<input checked="" type="checkbox"/> Dance 003 (BPM 120)	2:56	Ciarán Gray	Ciarán Gray's Album
12	<input checked="" type="checkbox"/> Dance 004 (BPM 101)	4:23	Ciarán Gray	Ciarán Gray's Album
13	<input checked="" type="checkbox"/> Blue Monday	7:24	New Order	Singles
14	<input checked="" type="checkbox"/> Mountains O' Things	4:39	Tracy Chapman	Tracy Chapman
15	<input checked="" type="checkbox"/> Simply A	3:50	Tommy Hayes	Pure Bodhrán 1
16	<input checked="" type="checkbox"/> 38th Street Blues	2:29	B.B. King	Spotlight On Lucille
17	<input checked="" type="checkbox"/> Love Blues	3:04	Various Artists – Shanachie Records	Every Road I Take
18	<input checked="" type="checkbox"/> As hay in the sun	3:51	Wim Mertens	Jardin clos
19	<input checked="" type="checkbox"/> Often a bird	3:49	Wim Mertens	Jardin clos
20	<input checked="" type="checkbox"/> Close (To the Edit)	5:36	Art of Noise	(Who's Afraid Of) The Art of Noise?
21	<input checked="" type="checkbox"/> Shake Your Tail Feathers	2:51	Ray Charles	The Blues Brothers Soundtrack

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
<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		