

CREATIVE DANCE WORKSHOP

Thursday 9th February 2012

Oatlands College

	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
	<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 over the top 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.

<p>CREATE PERFORM APPRECIATE</p> <p>TRAVEL & MOVE SEQUENCE</p>	<p><i>Cha Cha – Balkan Beat Box</i></p> <p><i>Peter Gunn Theme – Blues Brothers</i></p>	<p>Walk 2, 3, 4, 5, 6, 7, 8. Freeze for 8. Walk 4, freeze 4. Walk 2, Freeze 2. Move Freeze X 8 times</p>
		<p>Walk 2, 3, 4. Shrink 2, 3, 4. Grip 2, 3, 4. Look 2, 3, 4.</p> <p>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.</p> <p>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.</p> <p>Elements chosen by drawing words from Action Word list (see website link)</p>

<p>CREATE</p> <p>GESTURE SEQUENCE</p>	<p><i>Pick Up The Pieces – Average White Band</i></p>	<p>Walk 2, 3, 4. Where’s my keys,/ Oh no. / Who said that /Oh hi! / Jump back from the splash / Brush legs Left Right. Making your own sequence. Groups of 5 – each group is given two gesture slips and 8 beats in which to perform these gestures. Groups should consider:</p> <ul style="list-style-type: none"> • how their group is arranged – line, curve, triangle etc. • when movements are performed ie. Unison, canon, pairs in turn etc. <p>Remember that the gestures don’t have to stay mime-like but can be abstracted into more dance like movements.</p>
<p>PERFORM</p>		<p>Encourage talk about what is observed in pieces – teacher highlight positive elements – construction, quality of movement, focus, transitions. Ask for feedback from viewers and dancers – is there any part they particularly liked or would like to change?</p>
<p>APPRECIATE</p>		

CREATE Using Shape Sheet (see website link)	<i>Mountain o' Things – Tracy Chapman</i>	Group of 5. Each individual in the group chooses a <u>different</u> shape. Show them and then find a way to connect them in one shape. Whole group chooses <u>one</u> shape from sheet. All do it and find way to combine in one group shape. Find a movement that seems to come naturally from this position.
PERFORM		Divide group in two. Choose 2 shapes from sheet. Half group does one shape and the other half does the other – combine them in one shape.
APPRECIATE		Encourage talk about what is observed in pieces – teacher highlight positive elements – construction, quality of movement, focus, transitions. Ask for feedback from viewers and dancers – is there any part they particularly liked or would like to change?

Playlist of music used in session.

▲	Name	Time	Artist
1	<input checked="" type="checkbox"/> Cha Cha	4:14	Balkan Beat Box
2	<input checked="" type="checkbox"/> Golden Brown	3:30	The Stranglers
3	<input checked="" type="checkbox"/> Mountains O' Things	4:39	Tracy Chapman
4	<input checked="" type="checkbox"/> Pick Up The Pieces	3:59	Average White Band
5	<input checked="" type="checkbox"/> Quixotomosis	5:01	BRASSOULS
6	<input checked="" type="checkbox"/> Ta Douleur	3:11	Camille
7	<input checked="" type="checkbox"/> Peter Gunn Theme	3:50	The Blues Brothers