

**CREATIVE DANCE WORKSHOP**  
**Tuesday 9<sup>th</sup> Nov. 2010**  
**Rua Red Arts Centre, Tallaght.**

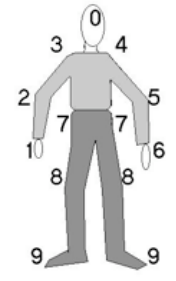
	MUSIC	ACTIVITY
<b>WARM UP</b>	<i>Quixtomomosis</i> – <i>Brass Souls</i>	Shake out – arms – R then L up & side, R then L down & side; legs R then L front & side, R then L back & side Claps in 2s high, high, mid, mid, low, low & spin around. X 2 Then claps single - high, high, mid, mid, low, low & spin 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 and skip to the side. Upper body twist, 1, 2 and turn to the Right, 1, 2 and turn to Left.
<b>TRAVEL</b>	<i>Cha Cha – Balkan Beat Box</i>	Move 8 Freeze 8 (x1) Move 4 Freeze 4 (x2) Move 2 Freeze 2 (x4) Move 1 Freeze 1 (x8)  Walk 2, 3, 4, 5, 6, 7, 8. Freeze for 8 etc. Walk 2, 3, 4. Slide 2, 3, 4. Throw 2, 3, 4. Melt 2, 3, 4.
		Elements chosen by throwing Move Cubes© but could just as easily be decided by drawing words from Action Word list (see website link)
	<i>Sweet About Me – G. Cigl</i>  <i>Dance 001 – C Gray</i>	Sway R & L for 4, Fwd & Bk on R for 4, Fwd & Bk on L for 4, Sway L & R for 4, Bk & Fwd on L for 4, Bk & Fwd on R for 4, Repeat using 2 beats. Travel about space for 8 then perform phrase facing any direction. Travel and repeat. Alternate As and Bs moving and freezing/watching.

The Primary School Curriculum uses the model of Create – Perform – Appreciate (CPA) as a way of working. This encourages the students to view their own and others' work critically, looking for ways to develop, improve, elaborate etc. what they have already made. I didn't talk about this aspect in the workshop but it's worth considering as a valuable part of the dance lesson.

<p><b>CREATE</b></p> <p><b>Using Shape Sheet</b> (see website link)</p>	<p><i>Often A Bird – Wim Mertens</i></p>	<p>Group of 4 or 5. Each person chooses a <u>different</u> shape. Show them and then find a way to connect them in one shape.</p> <p>Whole group chooses <u>one</u> shape from sheet. All do it and find way to combine in one group shape.</p>
<p><b>PERFORM</b></p>		<p>Move away from group for 4; return 4</p> <p>Divide group in two. Choose 2 shapes from sheet. Half group does one shape and the other half does the other – combine them.</p>
<p><b>APPRECIATE</b></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><b>CREATE</b></p> <p><b>DANCE BOARD GAME</b></p>	<p><i>Scout - Calexico</i></p>	<p>Groups of 3 or 4 – each person takes a letter A, B, C, D. Teacher rolls die and person A decides where the counter goes – group does what the instruction says. Decide then how the move/shape is to be done ie. Facing in/in a line/unison/canon etc. Then teacher rolls die again – person B moves counter and adds new instruction. Repeat until all have made their contribution and the most has been gotten out of the material. Don't settle for easiest option – stretch possibilities by changing directions, levels, speed, quality, repetition.</p>
<p><b>PERFORM</b></p>		<p>When viewing others' work I sometimes ask the students to ask themselves which bit they'd like to 'steal' from another group. Sometimes after the viewing and discussion you might let them back into their groups and see is there anything they'd like to change or add to in their piece as a result of what they've seen.</p>
<p><b>APPRECIATE</b></p>		

We didn't get to use the Numberbody sheet in the workshop but I did talk about how it might be used. Here's a sample.



<p><b>NUMBER BODY</b></p>	<p><i>Memphis Stomp – Dave Grusin</i></p>	<p>Using the Numberbody picture (see download) take a mobile phone number 087 – this gives a sequence of head, knee, hip. The class can explore this and extend it by putting small movements ‘under the magnifying glass’. If they’re still struggling they could do a sequence of circle, triangle &amp; square or even the first three letters of their name. Next take first digit of phone number and make a movement which must incorporate a 360° turn. Second digit uses a jump or hop. Third digit uses a level change to floor. Dancer now has a sequence. Decide on where in the room they will perform it. On ‘Go’ they run to that place, perform sequence and freeze. On ‘Go’ again they go to another location and repeat. Class could be divided into A’s B’s and C’s. A performs while B and C watch and then B performs while others watch etc.</p> <p>Another possible use of the Numberbody - Multiplication Tables – take a number sentence <math>9 \times 4 = 36</math> and translate it into a movement sequence. Each pair or trio is given a number sentence to represent in movement.</p>
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Hopefully in this workshop you have become more familiar with some of the building blocks of dance – travelling, gesture, shape making etc.

When asking students to make dances my advice is

– Set clear, simple tasks. Eg. Make 2 different shapes and find a way to go from one into the other. or Make a movement that shows someone making a sandwich /opening an umbrella/driving a car.

– Add quality suggestions afterwards eg. When making a sandwich sequence imagine all the things you use are extra large so your movements will be too or do it in slow motion and then 2 or 3 times very fast.

– Add variations and extensions to material afterwards eg. Can you do that more slowly/ how do you want to begin or finish the dance/ could you move to another part of the space and repeat it/ could you do some of the dance together and the rest at different times

Here is a list of the music used in the workshop and some other pieces that you might find useful. Happy dancing!

	Name ▲	Time	Artist	Album
1	<input checked="" type="checkbox"/> Breiner: Beatles Concerto Gros...	2:19	Peter Breiner: Peter Breiner Cham...	Beatles Go Baroque
2	<input checked="" type="checkbox"/> Cha Cha	4:14	Balkan Beat Box	BBC Radio 3 – Awards For World Music 2007 (Disc 1)
3	<input checked="" type="checkbox"/> Dance 001 (BPM 120)	6:40	Ciarán Gray	Ciarán Gray's Album
4	<input checked="" type="checkbox"/> Dance 003 (BPM 120)	2:56	Ciarán Gray	Ciarán Gray's Album
5	<input checked="" type="checkbox"/> Dance004 (BPM 101)	4:23	Ciarán Gray	Ciarán Gray's Album
6	<input checked="" type="checkbox"/> Golden Brown	3:30	The Stranglers	Drive Time 4
7	<input checked="" type="checkbox"/> Memphis Stomp	3:37	Dave Grusin	The Firm (Soundtrack from the Motion Picture)
8	<input checked="" type="checkbox"/> Often a bird	3:49	Wim Mertens	Jardin clos
9	<input checked="" type="checkbox"/> Peter Gunn Theme	3:50	The Blues Brothers	The Blues Brothers Soundtrack
10	<input checked="" type="checkbox"/> Pick Up The Pieces	3:59	Average White Band	Drive Time 4 [Disc 1]
11	<input checked="" type="checkbox"/> Pukepuke Te Pate	2:40	Te Vaka	Nukukehe
12	<input checked="" type="checkbox"/> Quixotomosis	5:01	BRASSOULS	Not Your Ordinary Municipal Brass Band
13	<input checked="" type="checkbox"/> Scout	2:09	Calexico	Spoke
14	<input checked="" type="checkbox"/> Sweet About Me	3:11	Gabriella Cigli	
15	<input checked="" type="checkbox"/> Ta Douleur	3:11	Camille	BBC Radio 3 – Awards For World Music 2007 (Disc 1)
16	<input checked="" type="checkbox"/> Why Can't We Live Together	5:28	Sade	Diamond Life