

Creative dance



This dance session is based on the Laban Framework which incorporates the principles of movement

Who? : who is the child working with-individual, pair, group

What? :what is the body doing for example hopping, skipping, turning, balancing etc

Where?: where is the body moving in space- on floor, on props

How? : how is the body moving ... dynamic awareness- slow, sustained, sudden, jerky.

Introduction

Waking up to dance- rub eyes to wake them up, rub ears so we are listening and pat head to wake up concentration.

Warm up

Music- warm up Shrek CD Track 5 'Best Years Of Our Lives' Baha Men

Raise Body Temperature (Pulse Raiser) Exercise to Music

- a. marching on spot. Up on balls of feet(moving to 8)
- b. march for count of 4, facing each wall.
- c. march forward and back 4 walls
- d. same as c. add clap and kick
- e. jog through d. high clap on kick. Low clap on return
- f. side move step together x2, back together by2 **X2**
- g. repeat f. adding arm action, hands up and tip shoulders
- h. 8 knee lift - 4 left 4 right, hands swinging across the body
- i. 8 kicks - 4 left 4 right, hands out

Mobilise joints- roll out shoulders, wrists, ankles, knee lifts, hip rotations.
Stretch- crouch down to ground, head down, roll up slowly to a full stretch, head comes up last, side stretches, hip rotations.
Muscles stretched – Calf, hamstring, quadriceps (hip flexor)

1. Body parts

Magic dust is used as a stimulus to explore what body parts can move. Magic dust lands on various body parts and they “come to life”. Dust can jump from body part to body part and eventually magic dust can be sprinkled over all the body parts so they all come to “life.”(Usually used as a stimulus for infants.) This is *individual work*.

Reference – PE Curriculum Statement .Dance- Junior and Senior Infants. Content objective: *The child should be enabled to explore the movements of different parts of the body and the ways in which the body can move in space.*

The stimulus of a ping pong ball can also be used in the same way. The “ping pong” ball jumps from body part to body part. This is also *individual work*.

Reference- PE Curriculum Statement. Dance- First and Second Classes. Content objective: *The child should be enabled to explore and develop a greater range of movements and body actions to include turning.*

Music – Slow eg Jean Michel Jarre



Progression of the work of exploring body parts is to move children into pairs and work on a “body jive.”

Example of a body jive - Fist, fist, elbow, elbow, knee, knee, palm, palm (count of 8)

Create, Perform and View: This is *pair work*.

Reference: PE Curriculum Statement. Dance- Third and Fourth classes: Content objective: *The child should be enabled to explore more complex movements of body parts and body actions, to include weight transference.*

Music – Shrek CD Track 11 ‘I’m On My Way’ The Proclaimers

In progressing this work , pairs can teach other pairs their body jive in order to create a “group body jive”. This is *group work*.

Reference: PE Curriculum Statement. Dance. Content objective: *the child should be enabled to develop work with a group*.

2 Body shape

Ask children to copy a high, medium and low shape that you do. Perform same shapes, facing different directions. Again the each child copies the various shapes. Also investigate wide, twisted and curled shapes.

Reference: Junior and Senior Infants. PE CS. Content Objective: *the child should be enabled to explore and create movement.....forming different shapes in space*. This is *individual work*.

A progression would be moving the children into pairs and using the stimulus of a mirror to explore shapes.

Mirror dance- Children move into pairs. One child is the mirror and the other child is the reflection. In the mirror dance, the children explore various shapes for example tall, wide, twisted, round. Change the leader so every child has an opportunity to lead.

Reference: PE CS. First and Second classes: *The child should be enabled to develop work with a partner*. (This would include following and imitating a partner.) This is *pair work*.

Children can progress to developing group shapes, changing levels and directions. These shapes can be linked into travelling sequences. This is moving into *group work*.

Reference: PE CS Third and Fourth classes. *The child should be enabled to explore different levels, pathways, shapes and direction in space*.



3. Body actions

Children can explore a variety of body actions for example: walking, running, jumping, hopping (on right and left leg), skipping, turning. This can be done moving around the hall. This is *individual work*. Children can move from individual to pair work to group work exploring various body actions.

Using the concept of “move and echo”, one child carries out a travelling sequence, freezes in a shape and then calls out “echo”. His/her partner imitates the same sequence. This is *pair work*. This again fulfils the First and Second Class objective of developing work with a partner.

To progress, children can move into groups and develop sequences of body actions using the approaches of following and imitating, meeting and parting and copying and contrasting.

One method of group work is to form groups of 3 for a “follow the leader” type dance. One person leads off and explores various body actions as 2 behind imitate the leader. Change the leader every 30 seconds, so each child gets a turn at being leader. Encourage also, changes of level, direction and pathways. (straight, curved, zigzag). This is *group work*.

Reference: PE CS Dance. Third and Fourth classes: *The child should be enabled to explore further different levels, pathways, shapes and directions in space.*

Linking body shapes *with* body actions-

Everyone moves around the hall exploring body actions for example: skipping- for four counts(1,2,3,4) On 4, a shape is performed for example high, wide shape and held for 4 counts. Continue moving round exploring body actions and body shapes. Move for 4 and hold a shape for 4.repeat a few times. Instruction – move 1,2,3,4 shape 1,2,3,4 . Vary body actions and shapes. Also explore different pathways and levels.

Music - Shrek CD Track 9 ‘All Star’

4. Dynamic awareness (how the body moves)

Exploring *light* and *strong* movements-

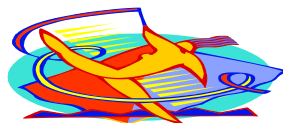
Blow some bubbles and ask people to dance around them, trying not to touch them. Explore vocabulary around these movements for example: slow, sustained, gentle etc Move around listening to relaxing music.

Music – Shrek CD Track 10 ‘Hallelujah’

Strong- ask children to push their palms together hard and then try pushing palms hard onto the floor to explore the concept of strong movements.

To combine light and gentle movements in one piece of music play- Shrek CD Track 13 ‘True Love’s First Kiss’ - Original Score

Reference: PE CS Third and Fourth classes. *The child should be enabled to continue to explore an increased range of dynamics in movement.*



Body Dance no 1 (Junior Infants – Second Classes)

Children now work together in threes to put together a body dance. Each group is numbered – group 1, group 2

Each group decides on a collective group shape for example: tall and narrow, medium and wide, low and twisted etc...

Each group forms their group shape in the middle of the floor. (the floor could be chalk marked where each group will start and finish their dance) Each group moves off in space to perform a follow the leader dance (it could be one leader for whole dance or group could decide to change the leader throughout the dance) exploring various body actions.

The group can also explore the dynamic of the movement throughout the dance for example: slow, sustained or sudden, jerky movements. Teacher directs the group back to centre of hall (to initial starting position) towards the end of piece of music and each group forms their group shape (freeze frame in group shape) at the end of the Body dance.

Music- The Body Dance- Action for Life CD 2 – For Kids Vol 1,Track 3 – ‘Pata- Pata’
Miriam Makeba

NOTE: The format of the Body Dance can be practised first without the music and then with the music. Children may change their actions and dynamics after hearing the piece of music.

NOTE: A stimulus could be used here for the body dance for example: each group in the Body Dance could be a group of animals, toys in a toy shop or astronauts/aliens in space. The group could then explore the actions and shapes associated with this stimulus and incorporate it into their Body Dance.

Body Dance no 2 (third to sixth classes)

“Mardi Gras” is used as a stimulus for the dance.

Preparatory work.

Show the children a video clip of the Mardi Gras from New Orleans or Rio De Janeiro. Clips available on Utube. **It is important to Vet it yourself first, so as no inappropriate material is revealed to children.** Discuss the origins of the Mardi Gras. Information is available on NationalGeographic.com. Search videos on “celebrations and festivals.” Also learn facts about Rio de Janeiro and New Orleans and the respective countries from this excellent website.

Look up Wikipedia to learn about the origins of Samba and how the dance developed from African slaves and merged with Latin America to form a genre of its own. Brazil is the birth place of Samba and has become part of its heritage.

View “Strictly come Dancing” videos on Utube so as children and teacher are exposed to its style and rhythm. (Again view yourself first).

Put up pictures or photos of dancers at a carnival (use “google” search engine and vet pictures carefully) around the room and allow children time to look at the various dancers in action. Draw attention to shapes, levels and direction and dynamics of dancers along with individual and group dancers performing various poses.

These stimuli will act as a precursor to the next part of the lesson.

Children will work in pairs and find a space to put together a “Samba” sequence for their carnival.

Children can work in **canon** (one performs after the other) or **unison**. (pairs move together in synchronicity.) Pairs can meet and part or have copying and contrasting movements.

Reference PE CS. Third and Fourth classes. *The child should be enabled to create, practise and perform dances showing a clear beginning, middle and end using simple techniques of unison and introducing canon.*

In pairs children will be linking shapes and body actions as in **no 3** above. Pairs move for 4 (1,2,3,4)and on 4 make a shape. (Just hold shape for one count/beat here).They continue moving for 5,6,7,8 and on 8 make a shape.(again holding shape for one count/beat). Pairs can do this in canon or unison or meet and part while carrying out their sequence.

We are also going to have a “pair jive” in this dance- actions are fist, fist, elbow, elbow, knee, knee, palm, palm, (with fluidity... it is Samba after all!)

Music : Carnaval de Paris – Dario G (3 minutes and 56 seconds)

Body Dance proceeds as follows.....

Pairs find a space anywhere in the hall and get into their starting position. Dance will start when it is as far as 1 minute and 4 seconds, (64 seconds) on the track. Before the Dance starts proper, children can sway from side to side, “play trombones”, “shake their maracas” or “play their drums” for the intro! Count the children in, on a count of 8 on the 60th second of the track, ie 5,6,7,8. (Dance starts on whistle blow in track!)

1. Pairs move 1,2,3,4. On 4 make a shape.(hold shape for 1 beat) Move again 5,6,7,8.On 8 make another shape.(hold shape for 1 beat). Repeat this sequence.
2. Pairs stop where they have finished sequence and perform body jive- fist, fist, elbow, elbow, knee, knee, palm, palm. Repeat sequence.
3. Pair action sequence as in 1.

4. Body Jive as in 2.
5. Pair action Sequence as in 1.
6. Body Jive as in 2.
7. Pair action sequence as in 1.
8. Body Jive as in 2.
9. Pair action sequence as in 1.
10. Body Jive as in 2.
11. Pair action sequence as in 1. On second round of sequence, encourage everyone to move in to a big circle while performing their sequence.
12. While children are in the big circle, they perform their body jive facing each other. On last beat they hold a big star shape. This acts like a finale to the piece.

The sequence can be put on a big chart to be used as a visual aid. For example 1. Pair Sequence ⇔ 2. Pair Body jive ⇔ 3. Pair Sequence etc. up to 12. Teacher can count number of repetitions as children move from sequence to body jive. This counting aloud is only if you want to fit the body dance exactly to the length of the track, otherwise there is no need to count 12 rounds aloud and children are prompted to move from action to jive as music plays.

References

- Department of Education 1999 PE Curriculum Statement
- www.nationalgeographic.com
- Wikipedia
- UTube

Resources

- Cd player
- Laptop and Data Projector or
- Interactive Whiteboard
- Music: Shrek 1, Jean Michel Jarre, Samba de Janeiro- Bellini, Carnaval de Paris – Dario G, Action for Life CD 2, Putumayo World Music.
- Photopack of carnival pictures,
- Visual aid chart with cues for Carnival Body Dance

These documents were originally compiled by team members of the previous support services that are now part of PDST.