

Primary PE



Dance Workshop

Exploration,
creation and
performance of
dance

Appreciation of
dance

Body:

1. Using body parts

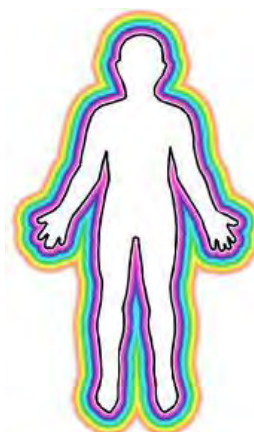


REDETZKY MARCH: STRAUSS

- Play Music, encourage the children to use all parts of their body by asking them to only use:
 - *Shoulders*
 - *Elbows*
 - *Hips*
 - *Knees*
 - *Toes*
 - *Everything together*
 - *Heads*
 - *Walking around*
 - *Heads and walking*
 - *Heads and shoulders*
 - *Rolling on the floor*
 - *Knees on the floor*
 - *Hips on the floor*
 - *Heads*
 - *Toes*
 - *Backs*
 - *Tummy*
 - *Fingers*
 - *Everything together*
- You can change the dynamics of the movements by changing the music from fast music to slow music.

2. Movement Initiation

- Distal – Hands, head, feet
- Proximal- shoulders
- Mid- limb- knees, elbows
- Central- torso



Allow the children to respond to two different types of movement:

- ✓ Jambo where the movement initiation is coming from (central)

- *Light steps*
- *Big steps*
- *Baby steps*
- *Tippy toes*
- *Heavy steps*
- *Add a turn*
- *Arms out and wide steps*
- *Add a turn*
- *As big as possible*
- *Light*
- *Floating*
- *Jumping*
- *Turning*
- *Walk/turn/jump*



PINK PANTHER THEME SONG

- ✓ A piece of ballet music where the movement initiation is distal



DANCE OF THE SUGAR PLUM FAIRY

Allow the children to move around the room to the music using their hands, head and feet.

3. Body actions

- Encourage children to respond to the music using different body actions: jumping, turning, running, gliding, sliding etc



MOONLIGHT SONATA

- *Walk using your arms*
- *Bigger steps*
- *Add turns*
- *Tippy toes*
- *Side step*
- *Skip*
- *Glide*

4. Travelling

- Allowing the children to respond to music encouraging them to move along different pathways:
 - *Curved*
 - *Straight*
 - *Circled*
 - *Square*
 - *Going forwards*
 - *Backwards*
 - *sideways*
- Allow the children to move along the pathway by:
 - *Running*
 - *Jumping*
 - *Turning*
 - *Tiptoeing*
 - *Skipping*
 - *Sliding*
 - *Gliding*

(use masking tape, lines on the hall or ribbon)

5. Balance

- Show the children pictures of different balances. Allow the children to experiment with different ways of balancing.



THE SWAN: CARNIVAL OF THE ANIMALS

- Children fit a spot on the floor where no one else is standing.
- Discuss the different parts of our bodies that we can balance on.
- What does a balance look like? i.e still/controlled
- When the music begins, children perform a balance.
- Every time the teacher says change, the child changes the body part on which they are balancing.

Space:

6. Kinesphere(bubble) JUNIOR



SOMEWHERE OVER THE RAINBOW

- Children dancing inside their bubble, becoming aware of their space, walking around the allocated space holding up hula hoops (becoming aware of spatial awareness). Anyone who touches of each other has to sit down in their hula hoop.
- Moving around inside an imaginary bubble. Think of a colour they would like to paint their bubble. Begin by using one paint brush and then use two. Paint their bubble using different parts of their body encouraging them to paint the back/ front/ sides/ top/ bottom etc

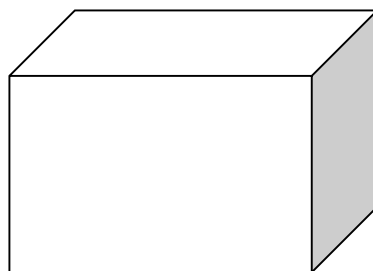


7. Cube SENIOR



JAMBO BWANA

- Ask the children to stand in their cube.
- How many corners?
- Point to them.
- Now choose 4 corners and point to them using 4 different body parts, e.g. head, chest, hands, elbows, knees etc.
- Now do the four movements with a turn.
- Now do the four movements with a turn and a balance.
- Now join up with a partner.
- Name yourselves partner A and partner B.
- Partner A teach partner B their dance. Now perform it to the music. Count them in.
- Partner B teach partner A their dance. Now perform it to the music. Count them in.
- Now combine both dances and perform it to the music.

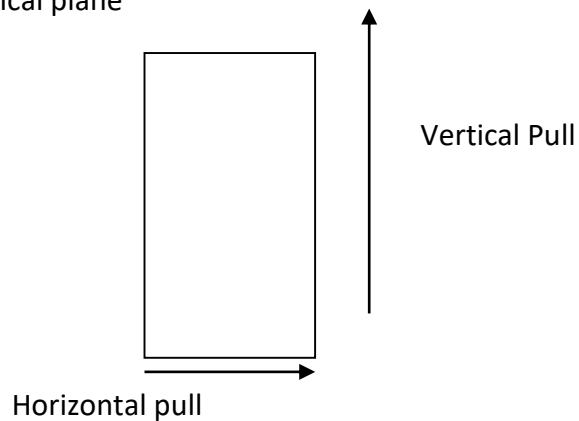


8. Zone

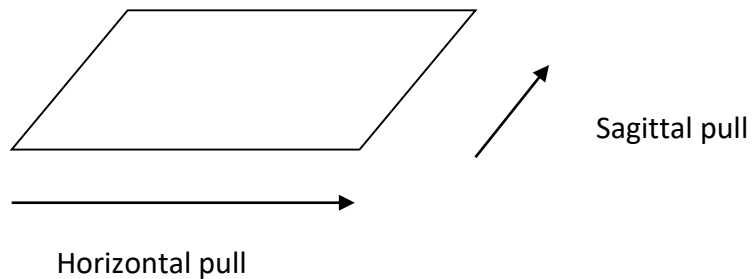
- Near- small as a mouse
- Mid- reach- shaking hands with someone
- Far – big as a house
- You could ask the children to respond to the Story “We’re going on a bear hunt” by Michael Rosen incorporating all the Zones into the story.

9. Body levels- low, middle and high

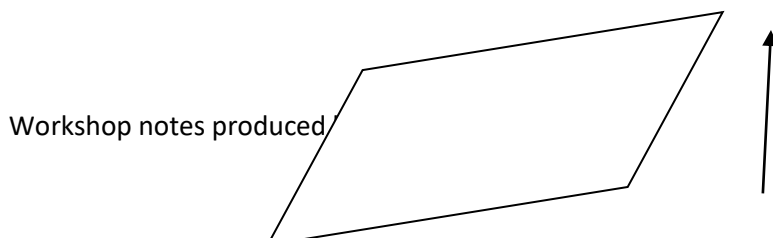
- Door Plane/vertical plane



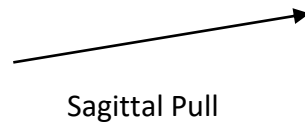
- Table plane/ horizontal plane



- Wheel Plane/ Sagittal Plane



Vertical Pull



10. Body shapes



THE WELL TEMPERED CLAVIER (SLOW)

- Encourage the children to make:
 - *Curved shapes*
 - *Straight shapes*
 - *Number shapes*
- Encourage children to make shapes in groups of three/ four:
 - *circles*
 - *squares*
 - *rectangles*
 - *triangles*
- Try to incorporate different levels into this activity.



DANCE TARANTELLA (FAST)

- Toilet paper dance individually – experimenting with levels (high/low)
- In groups of three, two people hold each end of the toilet paper and move it so that the third person can dance around it.



Effort:

Workshop notes produced by Aoife N



PATA PATA

11. Effort Actions

- Discuss what body actions or movements require effort.
- Put on the music and call out the following actions for the children to experiment with:
 - *Pressing*
 - *Punching*
 - *Wringing*
 - *Slashing*
 - *Gliding*
 - *Dabbing*
 - *Flicking ... fingers/toes/hips/shoulders/head/knees*
 - *Floating*
 - *Throwing*
 - *Kicking*
- Encourage the children to make short drama pieces (senior classes) using only actions.
- Change the flow, time, weight and space of each of the above effort actions to change their dynamics.

12. Flow

Free Flow	Bound Flow
<ul style="list-style-type: none"> ➤ Fluid ➤ Released ➤ Wild ➤ Uncontrolled 	<ul style="list-style-type: none"> ➤ Careful ➤ Controlled ➤ Restrained ➤ Contained
Free Flow activities/images	Bound Flow Activities
<ul style="list-style-type: none"> ➤ Shaking the body/body parts ➤ Dancing, improvising freely ➤ Running and jumping wildly 	<ul style="list-style-type: none"> ➤ Tai chi ➤ Slow motion ➤ Balancing on a line/ rope

13. Weight

Light Weight	Strong Weight
<ul style="list-style-type: none"> ➤ Airy 	<ul style="list-style-type: none"> ➤ Forceful

<ul style="list-style-type: none"> ➤ Delicate ➤ Floating ➤ Buoyant 	<ul style="list-style-type: none"> ➤ Firm ➤ Powerful ➤ Impactful
Activities/images	Activities/images
<ul style="list-style-type: none"> ➤ Touching someone gently ➤ Picking a small flower ➤ Moving as light as a feather ➤ Leaf falling from a tree 	<ul style="list-style-type: none"> ➤ Stomping the feet ➤ Punching, pressing ➤ Carrying a heavy load

14. Time

Sustained Time	Sudden Time
<ul style="list-style-type: none"> ➤ Gradual ➤ Slowing down ➤ Prolonging ➤ Lingered ➤ Leisurely 	<ul style="list-style-type: none"> ➤ Urgent ➤ Accelerating ➤ Quick ➤ Impulsive ➤ Staccato
Activities/ images	Activities/ Images
<ul style="list-style-type: none"> ➤ Tired walk ➤ Sinking slowly to the ground 	<ul style="list-style-type: none"> ➤ Sudden awakening of an alarm clock ➤ Ringing of a bell ➤ Jumping

15. Space

Indirect Space	Direct Space
<ul style="list-style-type: none"> ➤ Multi-focused ➤ All around awareness ➤ Flexible attention ➤ All –encompassing 	<ul style="list-style-type: none"> ➤ Single focused ➤ Channelled ➤ Pinpointed ➤ Laser-like
Activities/ Images	Activities/ images

<ul style="list-style-type: none"> ➤ Turning, swirling around, ➤ Swinging body parts ➤ Having awareness of a big space/a group 	<ul style="list-style-type: none"> ➤ Pointing with hand/ finger ➤ Throwing a ball to someone ➤ Drawing awareness to one person only
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Relationships:

16. Mirror



THE ENTERTAINER

- Pair up the children and ask children to face their partner. Ask one person in each pair to start by using one hand to create a series of movements, then two hands varying speed, size and power. After 5 minutes the players can switch roles. Stimulus such as music, a book etc can be used.

17. Manipulating movements



REDEZKY

- Standing or lying on the floor, allow child A to manipulate child B's movements on the floor without child B moving at all.
- Child A attach the string to child B's hand/waist/elbow/ankle.
- Switch roles.

18. Dominos in groups

- Working in groups of 3/4/5 depending on class size etc. One child strikes a pose/ gesture. The next child then has to link with the first child changing either level or direction, then the next child and so on. The children will eventually get faster at this and can have competitions against other groups.

Appreciation

Workshop notes produced by Aoife McClafferty, 2016

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Alvin Ailey- Choreographer “Revelations”

Google Alvin Ailey and print off some of his images from Revelations.

Give each group of children a different picture and ask them to:

1. Perform the pose
2. Once each group has performed the pose, ask the children to decide how they are going to get into the pose.
3. Encourage them to come out of the pose also.

Dance Games

A. Dance of Names

Ask group members to sit or stand in a circle and say their name in turn. When the last person has said his/ her name, have the group members repeat their names, going around the circle in opposite direction. Next ask each person in the circle to say his/ her name again and make a movement at the same time. Ask all group members to repeat the name again and make movement.

B. Who do you want to be

Ask participants to stand in a circle and think of characteristic names for themselves e.g. Laughing Lisa, Musical Mary etc. They can think of a scary name or a cheerful name and put all kinds of feelings into it. The teacher can ask the children: How does..... Move? What movements would..... make? What mood isin?

C. Movement Mania

Have the children spread out around the room. Face the group and call out movement words one by one such as hop, spin, reach, gallop etc Have the children repeat one of the movements. Vary the levels at which the children move: such as on the floor, on their feet, on their knees, on tiptoe.

Next call out five words all at once (such as roll, walk, skip, crawl, shuffle). After practicing the five movements ask each child to choose one movement for them. After a minute, stop the group and organize everyone by movement: all those who are rolling cluster together etc

D. All hands loose

Ask the children to sit in a circle. Rub hands together, massaging one hand with the other making sure that you rub every part of your hand from wrist to fingertips. You can then bring your hand for a walk. This can be repeated with any part of the body.

E. This and That

The dance game which is a variation of “Simon says” begins simply with the hands, but you can build it to include the whole body.

Have the children face you. Demonstrate a movement with your hand. If you say “this” while making the movement, the children should also make the movement. If you say “that” while making the movement, the children should remain still. You can make a series of movements also.

F. The swan Joins the Flock

Have the children find a space in the room. Face them and encourage them to imitate you as you show them elegant steps of a swan: making themselves very large, flying away and gliding down to the water. After they have done the steps in one place, encourage them to fly around the room, then glide and then make themselves small and large.

G. Spaghetti and Pudding

Without music ask the children to stand in place. Then have them throw themselves into the air and flop down, very relaxed. As children jump up, have them breathe in. As they flop down, have them breathe out. Visual images may help them jump up and flop down: tell them their bodies are like wobbly pudding that always collapses or like spaghetti sliding out of the pan. Have them do these movements several times, each time in a new way- focusing on different ways of changing level from standing to sitting or lying. Allow them to repeat these movements to music.

H. Under and Over the sheets

Let the children practice looking at and playing with the sheet. Encourage them to put the sheet on the ground and make pleats and shapes with it. Have them drape the sheet around themselves in different ways. Have Children lie down on their sheet again and become an extension of it by staying on top, underneath, partly underneath, or above it.

Ask the children to spread out their sheets again. At a signal from you, children make a journey from one sheet to the next, dancing around the room and taking up a different posture on or under each sheet for a couple of seconds.

(Other things can be used such as towels etc)

I. Being a Balloon

Blow up a balloon and let it deflate, either by holding it open or letting it fly around the room. Give each participant a balloon and have them blow up and deflate their own balloons a few times. Dance the movements of the balloons blowing up and deflating. Dance the inflation and deflation by pumping themselves up, then letting the air out. Then have the children move around the room, repeating this action. Encourage them to use high and low movement: for example, players could let themselves deflate as they wriggle across the floor.

Form pairs and let each partner pump the other up and let themselves deflate. Have the pumping partner dance along behind the deflating partner. Then change roles. Ask everyone to take the balloon and dance in one spot with it, holding it in the air. Encourage dancers to make all sorts of silly movements. Tell them to move around the room and to watch the other children's balloons. Tell them to move with the balloon under their arm, between their legs, clasped against their chest and so on. Have them dance with the balloon while holding it, sometimes changing the way they hold it. Have the children see if they can move around on the floor while holding the balloon. Finally put them into groups of 3/4 where they make up a dance around the balloon and perform the dance for others.

J. Moving in and out of boxes

Keep the boxes on one side of the room. Ask the children to approach an imaginary stack of boxes and, in mime, pick up a box and bring it to somewhere in the room. Have everyone make themselves small and climb into their imaginary box. Close the box, start the music and call out a body part. Have the Children slowly move out of the box, stretching out that part of their body first and then pulling back in again. Have the children try leaving a box from different starting positions and letting different parts of their bodies appear first from the box

After make believe round, let children pick a real box and place it on the ground. Repeat the instructions with the real box. Ask the children: how do you dance out of the box? Are you happy or sad? Can you walk or do you roll along? Ask the children to move in and out of their box several times, trying out different positions and moods each time.

Form small groups and make up a dance in which the dance plays an important part. After a few minutes, have the small groups perform these short dance improvisations for the rest of the group.

K. Taut and loose ribbons

Have the children form a circle and give the ball of ribbon to one of the children. Ask that child to hold the end of the ribbon, call out someone's name and throw him/her the ball of ribbon. Now have that person hold onto a part of the ribbon, call out someone else's name, and throw him/her the ball. Continue throwing the ball until the web is made and everyone's name has been called.

Now ask the children to roll up the ribbon again while dancing high and low. They should avoid bumping into each other while doing so.

Next, give the children a piece of ribbon each and ask them to hold the ribbon stretched tightly- different ways of doing this: using two hands, foot and hands, under chin and hand etc Encourage them to find as many possible ways to stretch out while keeping their ribbon taut, and to bend and relax while letting the ribbon hang loose. Have each child try this while lying on the floor.

Next, ask half the group to stay in one position, with ribbons taut or loose, standing or lying down. Have the others dance without ribbons, around, along, perhaps over the ribbons, and try out all kinds of movements

Introduce the idea of electricity; the ribbons are electrified. When two children touch their ribbons, they receive a burst of electricity and can "Shoot off" in different directions. Encourage the children to use their full imaginations to make a dance with the electrified ribbons and demonstrate the dance to others.

L. Toilet Paper webs

Create groups of threes and give each group about fifteen feet of toilet paper. Ask two of the children to hold the paper stretched out straight, but not on the same spot or at the same level. Have the third child dance over and under the paper while the other members move the paper around. Have the children dare each other to make extra movements. The two holding the paper can dance as well but they must remain in the same spot, otherwise the groups will become mixed up. Tell the

children to dance carefully because the paper can easily be torn. And remind the children holding the paper not to pull on it so it doesn't tear.

Ask the children to vary the speed with which they make the movements and form the lines. Have them change places within their groups so that everyone has a chance to dance solo.

Ask the children in groups to make a dance using strands of toilet paper.

M. The feeling Machine

Ask the children to choose a favourite feeling to portray to the group. Now ask the participants to think of a sequence of feelings. Ask the children: Which feelings belong after each other? Which feeling can make another feeling? E.g. A happy feeling might give rise to a sad feeling. A confused feeling might give rise to a feeling of understanding.

Make sure that the children dance and do not speak. Inspire the players to vary height, breath, speed and power with which they move.

With an older group the children can act out a small drama using actions which portrays their feeling e.g. if someone was mad- use fast, powerful movements

N. Dance of the dolls

Describe different kinds of dolls/teddies and have children dance them: a wooden doll, who dances stiffly, a tin soldier who dances angularly and can hardly bend, and a rag doll, which cannot stand up and keeps rolling in an attempt to sit up straight. After dancing several such examples ask children to choose their favourites. Ask questions such as: Would you prefer to be a floppy doll or a stiff one? What kind of dance would dolls make if they came to life? What kinds of characteristics would they have?

Remind children that their facial expressions must remain the same. Let the children talk about what character they would like to be. Sort them into groups, allow them to perform in groups and then all together.

O. Confetti and Balloons

Give everyone a balloon and play some fast music. Encourage children to dance around the room while keeping their balloon in the air. Each child should make their balloon an integral part of his dance improvisation. The balloons should not touch the floor.

Have the children choose partners, volleying the balloon from one to the other as part of the dance. Finally, play a slow piece of music and have the partners hold the

balloon between them, on their chests, backs, foreheads. Can they move the balloon up and down along their bodies while dancing?
You can fill balloons with confetti if you wish.

P. Little red Riding Hood and the wolf

Read the story with the group, then warm up the children with the following instruction: First lets warm up our feet so that we can go into the forest. Go eight paces on your heels, eight paces on the outside of your feet, eight paces on the insteps, hop forward, backward, and sideways. Pause, and then begin again, sometimes lightly, then more heavily.

For a musical extract, have the children move like little red riding hood, skipping without fear through the steadily darkening forest. She dances along every little path, first long, straight paths, then short twisting paths. Little red riding hops lightly, carefully and happily. She is curious.

Play another musical fragment to help children dance the wolf's sly, crafty steps. The wolf creeps low along the ground, slowly, sometimes darting quickly forward, or hiding behind imaginary bushes. His footsteps are fast, large, expansive, and touchdown softly.

Now play a piece of music that combines the two characteristics, and dance the meeting of red riding hood and the wolf, first as a group and secondly in pairs. (Pathways activity- can link with clown dance framework and "We're going on a bear hunt" by Michael Rosen)

Q. Cat Dance

To begin, show the group the cat pictures. Then, ask the children to lie down on the floor like sleeping cats. Talk to the children and encourage them to move as cat-like as possible: Slowly the cats awaken and stretch themselves. They see something but are still too sleepy to pay it much attention. They don't make a sound.

Suggest that the players think about how cats move: They scratch their noses with a paw, lick their legs, and stretch out a foot. They stand, arch their back, and sink back to the ground. They stand up again and walk, which is like dancing on cushions. They move to another spot and stretch out one back leg, then the other.

Music for Dance

1. Tchaikovsky: The Nutcracker
2. Can Can Music: Offenbach
3. Pink Panther Theme Song
4. Torvill and Dean: Barnum
5. Doing the animal Bop- Music and story
6. Doing the animal Bop- Story
7. Jambo Bwana
8. The Entertainer: Joplin
9. The lion sleeps tonight
10. Can you feel the love tonight: Elton John
11. La Danze Tarantella: Luciano Pavarotti
12. Radetzky March: Strauss
13. The Swan: Carnival of the animals
14. Moonlight sonata
15. Dance of the sugar plum fairies: Tchaikovsky
16. Somewhere over the rainbow

Resource Based Teaching

**Sensory/Movement/Action
Qualities**

Questions:

- What type of movements did you see?
- Did they repeat any movements/ did they do any movements more than once?
- Did the dancers dance together?
- Did they use cannon (one person repeating movements)?
- What type of pathways did the dancers use? (straight/ curved)
- Did the dancers use their hands and legs a lot (distal) or their bellies (Central)

Words:

- Light
- Strong
- Sharp
- Gentle
- Free
- Soft
- Heavy
- Quick
- Sudden
- Oozy
- Floppy
- Oily
- Smooth

- Travel(what type- e.g. run, walk slowly)
- Turn
- Gesture
- Jump
- Transference of weight(balance)

Expressive/Mood Qualities

Questions:

- How did you feel when watching the dance?
- How do you think the dancer/s felt when dancing the dance?
- Did you find the dance interesting? (why)
- Did you enjoy the dance?
- What do you think the dance was about?

Words:

- Serious
- Romantic
- Cheeky
- Happy
- Sad
- Weird
- Jolly
- Cool
- Gloomy

Formal Qualities

Questions:

- Is there a beginning, middle and end to the dance?
- Did you like the music that accompanied the dance
- What did you think of the Stage? (colours, design, props etc)
- What type of costumes are they wearing?
- Do you like the costumes? (describe them and compare to other dance works)

Words:

- Lighting
- Staging
- Beginning
- Middle
- End
- Colours
- Props
- Costumes

- Children can also look at a photo of dancers and copy their positions creating a freeze frame, taking all of the qualities above and putting them into the freeze frame after discussing photo in depth
- Wild Child (Bedford interactive)
- Other examples of video's you can use with the children
 - Coppelia
 - Swan Lake
 - Lioness Hunt
 - Alvin Ailey- Revelations