

PRIMARY PHYSICAL EDUCATION



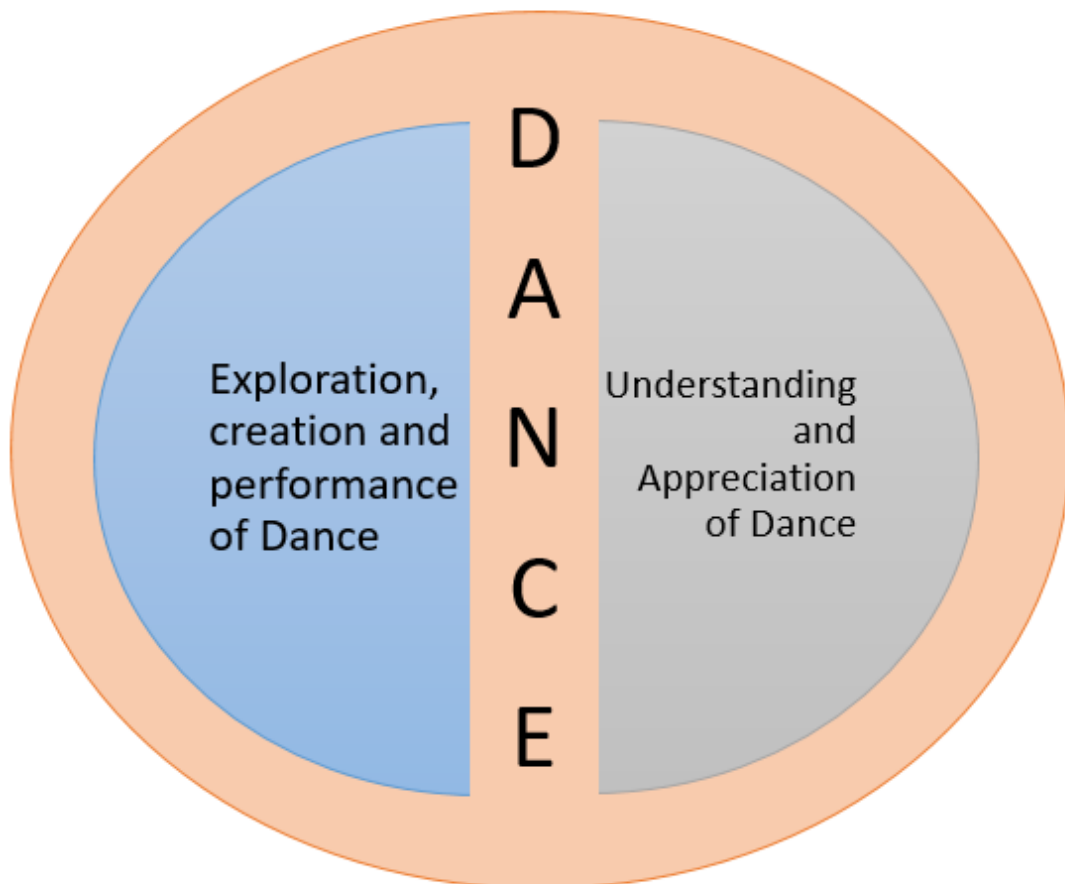
Folk Dance

Folk Dance

Folk dancing can be presented to children with opportunities to share the rhythms, feelings and actions of other dancers. Children learn to dance some Irish dances and some folk dances from other traditions. The teacher should remember that the emphasis should be on enjoyment in the dance and on full involvement by the children rather than mechanically concentrating on the movements involved in the dance. The spirit of caring for and looking after others in a dance, sharing and being part of a harmonious group, is a most important aspect of folk dancing for the child.

In the early stages children are given the opportunity to invent and create as they gradually experience the enjoyment of performing folk dances from other countries and some Irish dances. Beginning with individual work, they progress to dancing with others in pairs and in small groups. Music should be selected carefully to allow children to enjoy lively rhythms at a pace which is appropriate for them to perform the dance. Opportunities may arise where the social and cultural background of some of the folk dances can be explored.

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Dance Curriculum Objectives

Junior and Senior Infants

The child should be enabled to

- begin to develop work with a partner following a leader while imitating his/her movements
- perform simple movements to given rhythmic and melodic phrases
- perform simple singing games and folk dances
- develop poise, balance and coordination while moving and stopping
- begin to show sensitivity in movement to music

First and Second Classes

The child should be enabled to

- perform a range of simple steps and movements to given rhythmic and melodic phrases
- perform a variety of selected Irish dances and folk dances
- develop increased poise, balance and coordination while moving and stopping
- develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music

Third and Fourth Classes

The child should be enabled to

- develop work with a partner and begin to work in small groups
- perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement
- perform a variety of selected Irish dances and folk dances that use frequent changes of formation
- perform to music, showing a sensitivity to rhythm changes and phrasing
- show increased poise, balance, control and coordination while moving and stopping

Fifth and Sixth Classes

The child should be enabled to

- develop work with a group
- learn and perform a range of steps and movements to rhythms and musical phrases
- perform a variety of selected Irish and folk dances that use frequent changes of formation

- perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary)
- show increased poise, balance, control and coordination while moving and stopping
- perform dances showing concentration and awareness of others.

Folk Dance & the Curriculum

Folk Dance in the Primary School Curriculum is presented with an emphasis on being fully involved and enjoying dance rather than mastery of the individual steps. It provides pupils with a knowledge and experience of dance from Irish and other cultures. Below is a grid of the folk dances suggested in the PE curriculum for each class level, teachers can supplement this with other dances which contain similar steps and movement patterns. Is deis iontach í Gaeilge a úsáid le linn ceacht Corpoideachas nuair atá damhsa á dhéanamh agaibh!

Infants	1st & 2nd Class
Skip to my Lou	An Damhsa Mór (Exemplar 7 TG) Come To Me (Exemplar 6 TG) Cuckoo Dance
3rd & 4th Class	5th & 6th Class
Harvest Time Jig / Port an Fhómhair Ionsaí na hInse / Siege of Ennis Shoemaker's Dance/ Damhsa an Ghréasaí German Clap Dance Hazel Nut Dance	Haymaker's Jig / Baint an Fhéir (Exemplar 8) Rakes of Mallow Stacín Eorna / The Stack of Barley Cor Beirte / Two Hand Reel La Vinca French Peasant Dance Any Local Set Dance

Warm-up Activities for Dance

Jigs/Reels

1. Point and tap on the spot, alternating left and right (x8, x4, x2, x1)
2. Out to the side taps, left and right, (x8, x4, x2, x1)
3. Walk the four compass points (N, S, E, W)



- *begin with North - forward for 4, backwards for 4*
 - *turn to West – forward for 4, backwards for 4*
 - *turn to South – forward for 4, backwards for 4*
 - *turn to East – forward for 4, backwards for 4 and finish back facing North*
4. Side step x 2 – right, right, left, left
 - add in the hands up, tap shoulders and lift hands high in the air
 5. High knees on the spot x8
 6. Kick on the spot x8,
 - add in the arms
 7. Skip off
 - free movement
 - meet and greet partners by linking right hands and twirling around
 8. Stretches – Hamstring, calf, hip, knee and ankle rolls.



Move to the Music:

Listen to the beat of the music, call the following actions and children complete the action for a count of 16 beats, then change to the next movement.

1. Clap hands
2. Tap knees, shoulders, nose and head (each x 16)
3. Punch the air with both hands
4. March and swing arms
5. Skip
6. Gallop
7. Shake right/left hands with a partner, then shake both hands
8. Link right/left arms and turn
9. Revise steps already learned e.g. Promenade step



Reference: Dancin Time



Meet and Greet warm up

This is a good socialising warm-up for a new group or class, and it prepares children for the conventions of traditional folk dance.

Music: Select a lively piece of traditional folk music, such as a reel.



Meet and Greet warm up

Formation: Spread out in the space

Description:

1. Walk on the spot in time with the music.
2. Take feet for a walk, keeping time with the music and visiting all the spaces in the room (i.e., changing direction and being independent).
3. As children pass each other, they should make eye contact and smile.

4. As children pass, they should wave to each other.
5. As children pass, they should shake hands with each other (left or right hands and with as many other children as possible).
6. They can't let go of a hand until they hold a new hand; try to get everyone connected.
7. Partner up with the nearest dancer and learn this phrase:
Wave right hand 8 counts, then wave left hand 8 counts;
Shake right hand 8 counts, then shake left hand 8 counts;
8. Give partner a high five
9. Travel off independently e.g skipping
10. Meet a new partner and repeat the sequence on the teachers signal.

Reference: Complete guide to primary dance

Dance Activities and Progressions

Dance activities can also be used in your warm up as a means of introducing dance concepts.

1. **Spots 4 by 4** – Move from one spot to another in a count of 4, hold position on a spot for 4.
Variation: while held up on the spot for 4 clap hand, or clap thighs etc
2. **Chain-tag** – Play chain tag by skipping only. Hand hold position can vary on the command of the teacher, i.e. shoulder high, V hold, link etc. Chain splits after 3 are caught.
3. **Chocolate-Chip-Cookie** – Using side step children move from centre line position (chip) out to the right or left to reach chocolate or cookie positions as called by teacher.
4. **Galloping** – To practice the gallop pupils pair up in waltz hold and gallop to designated area/cone. For fun play the music William Tell Overture Finale while pupils gallop.



Teaching Tips for Folk Dance

Teaching a new Folk Dance:

- ❖ When teaching a new folk dance, having a demonstration of the dance first may help pupils visualise it. This could be achieved using a video/DVD if available, the PDST video links at the bottom of this resource, or a group of pupils who may already know the dance (i.e. a group of children from an older class). When boys and girls are dancing together, the girl is always on the boy's right hand side. The use of a sticker marked with an 'R', placed on an arm may help younger children. The use of bibs may also be beneficial to differentiate between inner/outer circles in

dances as well between the different boys/girl roles if there are single sex or uneven gender mixes within classes. When clasping hands, the boy's hand is underneath the girl's hand and the girl's hand rests on the boy's hand.



- ❖ To support pupils motivation to engage in folk dance show them a clip of Alex Collins a professional american footballer describing his enjoyment of Irish dancing and how it helps his footwork <https://www.rte.ie/entertainment/2017/1013/912283-alex-collins-baltimore-ravens-irish-dancing/>

Suggested approach for teaching folk dances

- ❖ Identify the steps in the dance and teach each step in isolation.
- ❖ Demonstrate the steps for the pupils with music. Some of them may pick up the steps naturally by hearing the music and seeing the steps simultaneously. Remember to keep the emphasis on enjoyment and support all pupils to participate in the dance even if they have not yet mastered the steps in question.
- ❖ Divide the dance into teaching sections
 - Teach the dance, section by section
 - Walk through each section
 - Dance through each section without music,
 - Dance through each section with music
 - Perform the whole dance
- ❖ When teaching dances with a number of sections: after learning each section, dance it with the previously learned section. Some dances may be too long to teach in one lesson. For example, if teaching a long dance with four sections, (a,b,c,d), you may like to teach two sections in the first lesson (a and b), revise these sections in lesson two, and then teach the remaining two sections (c and d).

Main Content – Folk Dance - Junior Classes

COME TO ME

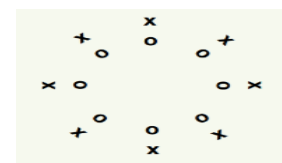
(Exemplar 6 – Teacher Guidelines Pg. 62)

Exemplar 6

A folk dance: 'Come to Me'

Class: 1st and 2nd

Formation: Any number of couples in a double circle, boys on the outside, facing their partners.



Dance Sections:

A:

Couple stand facing each other 2 or 3 m apart. When first chord sounds, the boy bows and the girl curtseys. As the music plays, they sing 'Come to me, come to me, come to me', beckoning to each other and skipping inwards. Then they skip outwards as they sing 'Go from me, go from me, go from me', pointing their fingers to dismiss their partners. (Couples finish in original places.)

B:

Joining right arms at the elbow, they skip clockwise singing 'Tra la la la, Tra la la la, Tra la la la la la la', turning to finish in their places.

C:

Facing each other they clap their own hands, then their partner's right, they clap their own hands, then their partner's left. Repeat.

D:

Joining their left arms at the elbow, they skip around anti-clockwise as they sing 'Tra la la la, Tra la la la, Tra la la la la la la', turning to finish in their places. Repeat dance for duration of music, approximately four or five times.

SHOE THE DONKEY

Formation: Children in pairs line up in a circle one pair behind the other. Partners cross hands in front and hold.

An Damhsa:

1. Each child hop on the inside leg and move on two steps. (hop, one, two)
Repeat this three times and turn. (to turn pull and push on hands and turn inwards towards partner, count "three four" with feet)
2. Dance part 1 four times.
3. Dance "Hop, One, Two" once and turn. (listen for change in music for part 3 & 4)
4. Repeat 3 x eight times.
5. Dance part 1 - 4 until the music stops.

AN DAMHSA MÓR

Formation: This dance is a round dance in reel time for any number of couples.

A. Side step

All children form a large ring around the room.

Side step to the right [2 bars], finishing with two short threes, (1, 2, 3), [2 bars].

Side step back to place, finishing with two short threes [4 bars].

[8 bars]

B. Advance and retire

Using the promenade step, advance to centre [2 bars], retire to place [2 bars].

Repeat.

[8 bars]

Note: to add variety to this dance, simple clap routines can be developed for a further eight bars. The dance is then repeated. Promenade step is danced as the '1, 2, 3'.

Rising step is danced as 'kick, hop back, hop back 2, 3, 4'.

Simple Clapping Routine:

Glúin, glúin, bualadh bos
 Glúin, glúin, bualadh bos
 Glúin, glúin, páitnéir, pairtnéir
 Glúin, glúin, páitnéir, pairtnéir
 Glúin, gluin, damhsa

Main Content – Folk Dance – Middle Classes

HARVEST TIME JIG



Class: 3rd & 4th

Formation: Three dancers face three dancers in a line.

Each gent has two lady partners. Gent stands in the middle of the two ladies.

○ X ○

The gent holds the left hand of the lady on his right and the right hand of the lady on his left at shoulder height.

○ X ○

Steps: Promenade step, Side step, Rising step



Dance Sections

A. Advance and Retire

All dancers advance and retire twice.

B. Side Step

Each set of three dancer's side step to the right, ending with the Rising Step on the right foot.

They then side step back to the left, ending with the Rising Step on their left foot.

C. Right Hands Across (Wheel)

All give right hands across in the centre and dance around clockwise with four Promenade Steps.

They then release hands, turn and give left hands into centre and dance four Promenade Steps anti-clockwise back to place.

D. Side Step

Each set of dancer's side step to the left and end with Rising Step on their left foot.

They then side step back to the right and end with Rising Step on their right foot.

E. Left Hand's Across (Wheel)

All give left hands across in the centre and dance around anti-clockwise with four Promenade Steps.

They then release hands, turn and give right hands into centre and dance four Promenade Steps clockwise back to place.

GERMAN CLAP DANCE



Class: 3rd & 4th

Formation: Double Circle with partners facing each other. Boys on the inside with their backs to the centre, girls on the outside circle facing in. Couples hold hands with each other.

Steps: Gallop Step

The Dance – Part one:

The dancers perform a clapping game as follows:

1. Clap their knees, then clap their own hands, then clap their partner's right hand
2. Clap their knees, then clap their own hands, then clap their partner's left hand
3. Clap their knees, then clap their own hands, then clap their partner's right hand, then partner's left hand
4. Clap their knees, then clap their own hands, then clap both hands of their partner at the same time.
5. Repeat

While dancing part one, say the following Rann as Gaeilge:

1. Taobh, le chéile, deas
2. Taobh, le chéile, clé
3. Taobh, le chéile, deas, clé
4. Taobh, le chéile, páirtneir

Part Two:

Partner's get into a waltz hold and gallop in a clockwise direction for 16 gallop steps, turn and gallop anticlockwise for another 16 gallop steps.

Extension:

At the end of each verse, boys move one place to the right and everyone begins the dance with a new partner. In order to be in position for the next round of the dance, the boys will have to move very quickly on to their new partner.

HAZELNUT DANCE

(Balkin Countries)

Rang: 3 & 4

Eagar: I bhfáinne– cailín, buachaill, cailín, buachaill srl.
Lámha ar ghuailí a chéile.

Nóta: Cos dheas = D, Cos chlé = C



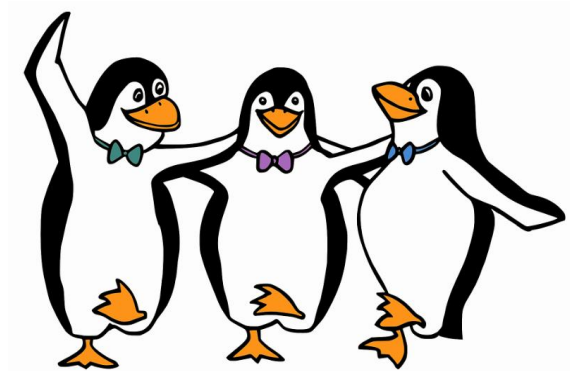
Cuid A:

Céim ar dheis – Céim, le chéile, Céim, le chéile, Céim, stomp, stomp
 D C D C D C C C

Déan an cuid seo x 4 - ar dheis,
 ar chlé,
 ar dheis,
 ar chlé.

Cuid B: Céim ar dheis, stomp
 D C
 Céim ar chlé, stomp
 C D
 Céim ar dheis, stomp, stomp
 D C C

Déan an cuid seo x 4 - ar dheis,
 ar chlé,
 ar dheis,
 ar chlé.



- Déan cuid A agus B cúpla uair eile.
- Beidh an ceol ag éirí níos tapúla dé réir mar a théann sé ar aghaidh.

Main Content – Folk Dance – Senior Classes

FRENCH PEASANT DANCE

Class: 5th & 6th Classes

Step: Gallop

Formation: A big circle, boys and girls alternately

Dance:

Figure One:

Bars 1 - 8: Gallop 16 steps to left.

Bars 9-16: Gallop 16 steps to the right, then the boys spring to face girls with their backs to centre of circle.

Figure Two:

Bars 1-2: Walk 4 steps forward (R)

Bars 3-4: Walks 4 steps backward.

Bars 5-8: Turn partner with both hands (walk)



Bars 9-10: Clap hands 3 times.

Bars 11-12: Stamp 3 times.

Bars 13-16: Turn partner again.

Repeat whole. If progressing, repeat figure 2, boy passing on one place to left, thus getting new partner.

WALLS OF LIMERICK

Class: 5th & 6th



Formation: Two facing two;

O X

Hand hold shoulder high

Steps: Side step, Rising step, Swing

X O

Dance Sections

A. Advance and Retire

All dancers advance and retire twice.

B. Ladies Cross

Ladies cross over using side step (facing each other)



C. Gents Cross

Gents cross over using side step (facing each other)

D. Side step

Gents take the hand of the ladies now opposite them and side step out and back

E. Swing

Dancers now turn to face their partner then cross hands and clasp. Each couple swing around the other couple for 8 and then turn out to face the oncoming dancers.

LA VINCA

Class: 5th & 6th Class

Formation: A dance for two. Boy holds girl as for waltz, he stands with back to centre of room.

Bars 1-8 16 sliding steps in line of direction.

Bar 9 Loose hold and 3 stamps, facing partner.

- Bar 10 Clap own hands 3 times.
 Bar 11 Shake right forefinger at partner 3 times.
 Bar 12 Turn Right about with 3 little running steps.
 Bar 13-16 Repeat bars 9-12.
 Repeat the whole.



Line of direction – In forward direction around the room

SEAN – NÓS DANCING

Séan-nós dancing is an old style of traditional solo Irish dancing. It is a casual dance form but can also be performed in a competitive setting such as at the annual Oireachtas.

Séan-nós dancing is characterised by its “low to the ground” footwork, improvised steps, free movement of the arms and an emphasis on a battering step. Séan-nós dancing by its nature follows the music closely and alternates steps accordingly.

Sean – nós dancing can be taught within the PE curriculum under the dance strand, it ties in with both creative and folk dance.

We will cover 6 beginner steps today, all of which can be advanced once the steps are achieved at this level.

Calling steps out to a class:

Step 1: (lead step for reel) shuffle, shuffle, stamp X 8

Step 2: (beginner heal and toe) heal, toe, down, shuffle, shuffle, stamp X 4

Step 3: (beginner stamp slide - can be done forward for two and back for two **or** continued diagonal forward) stamp slide, shuffle, shuffle, stamp X 4

Step 4: (beginner over and back) over and back and shuffle, shuffle, stamp X 4

Step 5: (beginner back, out, in) back, out, in and shuffle, shuffle, stamp X 4

Step 6: (beginner 1,2,3) one, two, three and shuffle, shuffle, stamp X 4

Examples of solo Sean – nós dancing can be found at:

<http://www.emmaosullivan.com/dance/index.php/videos/>

<https://www.youtube.com/watch?v=GX3Z8qG7AKo>



Cool Down

- **Shoulder Stretch** – drop shoulder, stretch arm across front of body
- **Upper Back/Chest** – reach forward to stretch upper back, then reach behind, clasp hands w/ gentle lift to stretch chest
- **Quad Stretch** – bring foot to butt, keep good posture
- **Hamstring** – pop one foot forward, resting heel on ground, sink butt towards floor
- **Calf** – find step or wall & place ball of one foot on wall, push hips forward
- **Hip Flexor/Arm reach** – assume lunge position w/ one knee on the ground, keep good posture, press hips forward; for added stretch – if left leg is forward lean w/ right arm sideways
- **Outer hip** – standing, place right ankle on left knee & sink butt toward floor; can modify this to sitting or lying position as well
- **Butterfly** – sitting, feet together, let knees fall naturally toward floor
- **Neck** – ear to shoulder; look over right/left shoulder

The Chair Dance

Children tap the mentioned body parts

Chorus: Thigh, Thigh
Palm, Palm
Hand behind head, Hand behind head,
Wave, Wave.
Repeat

Verse 1: Reach with right hand
Reach with left hand
Bounce on seat x 2
Click fingers to the right x 2
Click fingers to the left x 2 (Repeat)
Chorus

Verse 2: Hand to right elbow
Hand to left elbow
Stand reach
Reach sit down
Hand to right elbow
Hand to left elbow (Repeat)

Sample Lesson Plan

Sample Lesson Plan – Focusing on embedding the Fundamental Movement Skill of Skipping in a Dance lesson

Class Level	3 rd – 4 th Class
Strand	Dance

Strand Unit	<ol style="list-style-type: none"> 1. Exploration, creation and performance of dance 2. Understanding and appreciation of dance
Curriculum Objectives	<p><i>The child should be enabled to:</i></p> <ul style="list-style-type: none"> § Develop work with a partner and begin to work in a small group. § Perform a variety of selected Irish dances and folk dances that use frequent changes of formation. § Perform to music, showing a sensitivity to rhythm changes and phrasing. § Observe, describe and discuss own dance and dance of others. § Interpret a mood or emotion seen in dance. § Identify the beginning, middle and end of a dance and moments when unison or canon occur.
Learning outcomes	<ul style="list-style-type: none"> § Learn one new teaching point for skipping. § Realise the important role skipping plays in dance. § Reflect on the teaching points of skipping that the child is good at. § Identify which teaching points need more practise.
Fundamental Movement Skill	Skipping
Resources	Peer assessment sheet for skipping, clipboards, pencils Hoops, music for the 'The Shoemaker's Dance', speaker https://scoilnet.ie/pdst/physlit/

Introduction

Intended learning outcome: Today we will practise our locomotor skill of skipping. There are lots of times when we will need to be good at skipping. Who can think of any suggestions?

Warm Up

Select two or three activities from the warm-up activities listed previously.

Main Content – Skipping

1. **Assessing Prior Knowledge and Understanding**

Show the video of skipping in the class before moving to hall/yard <https://scoilnet.ie/pdst/physlit/>.

Assign each pupil a partner (A and B) and distribute 2 peer-observation templates, 1 clipboard and 1 pen to each pair of pupils. Invite A and B to complete their template in turn once a warm up has been completed. Give pupils an opportunity to share their feedback with one another.

2. **Introduce teaching points: *Step forward and hop on the same foot with a high knee drive.*** (Teacher or pupil demonstration) Can anyone show me what this looks like? Why do we need a high knee drive? What will this do for my skipping technique? Pupils practice this teaching point for skipping for 1 – 2 minutes.

3. **Move Well Move Often Activity** – Musical Hoops (Book 3 pg. 42) *Arrange pupils in pairs and invite them to find a space in the playing area. Each pair places a hoop around themselves and skips inside the hoop through the playing area in time to the music. Encourage pupils to work as a team to move in the same direction and at the same pace. When the music stops, both pupils must try to freeze at the same time. When the music starts, pupils change direction and continue skipping inside the hoop.*



Development – The Shoemaker’s Dance

If possible show a video of this traditional Danish folk dance to the pupils before beginning to learn the dance.

Formation:

Double Circle, facing partner.

Boys have their backs to the centre of the room.

Steps: Skipping.

Part A.

- 1) Clench fists and circle them around each other in a forward direction twice (as if “winding the thread”)
- 2) Repeat circling in the opposite direction
- 3) Hold arms in across bend position and pull hands away from each other twice (as if “pulling the thread” to secure a knot)
- 4) Clap own hands 3 times
- 5) Repeat part A.

Begin by teach the dance, section by section. Initially walk through part A, then dance through the section without music and then with music.

Part B.

- 1) Hold inside hands with partner facing around in circle. Skip in line of direction for 8 steps.
- 2) Change hands and skip around the circle in the opposite direction for 8 steps.
- 3) Repeat the whole dance.

Walk through part B, then dance through the section without music and then with music.
Now dance Part A and B together.



Rhyme:

The words of the song may be sung while performing the actions in part A.

*“See the cobbler with his thread,
snip, snap, tap, tap, tap.
That’s the way he earns his bread,
snip, snap, tap, tap, tap.”*

Cool Down/Stretches

All pupils jog, then walk slowly around the playing area. Complete the following stretches:








- Shoulder Stretch
- Upper Back/Chest
- Quad Stretch
- Hamstring
- Calf
- Hip Flexor/Arm reach
- Outer hip
- Neck

Summary:

Summarise the teaching points of skipping learned to date:

- 1) **Step forward and hop on the same foot with a high knee drive**

Peer Observation - Skipping Assessment

PUPIL ASSESSMENT: PEER OBSERVATION			Skipping 	
My name is:			Class:	Date:
My partner's name is:			It:	
Today we are looking at the skill of: Skipping			LOOKS GOOD	NEEDS MORE PRACTICE
My partner needs to:				
1	land on the ball of their foot		<input type="checkbox"/>	<input type="checkbox"/>
2	swing their arms in opposition to their legs		<input type="checkbox"/>	<input type="checkbox"/>
3	keep their head up and eyes looking forward		<input type="checkbox"/>	<input type="checkbox"/>
4	bend their leg like this to help get ready for the hop		<input type="checkbox"/>	<input type="checkbox"/>
Pupil's comments:			Teacher's comments:	

Teaching Folk Dance steps

Tips for teaching of the Steps:

- Demonstrate the steps to the pupils with music
- Teach the steps to pupils in small groups
- Walk through the steps with the pupils
- Dance the steps with the pupils without music
- Dance the steps with the pupils with music

Teaching the Steps:

Promenade Step (The 1,2,3): “Step, step, behind.
Hop, step, behind.”

Side -step: “Hop, dó, trí, ceathar, cúig, sé, seacht, a haon, dó, trí, a dó, dó, trí.”

Rising Step: “Tap, kick, a one, two, three.”

Folk Dance Video and Music Resources

The PDST has a number of video resources to support teachers in teaching folk dance. These videos provide an example of primary school children performing a variety of folk dances with accompanying music. In addition to the video resources outlined below a spotify playlist has been created to support teachers in accessing accompanying music. The Spotify playlist can be accessed through the following link after signing up to a free account:

<https://open.spotify.com/user/clohessylam/playlist/1CfZravi9iOuoHnx3Oh9pF?si=e7wryRoSBqH3BtJez3EZg>

Class Groups	Dance	Origin	Steps (introduced)	Track name in Spotify playlist	Link to video
Junior	Come to me	International	Skip	Come to me	http://player.vimeo.com/video/52561505
Junior	Cuckoo Dance	International	Gallop step with partner	Music available at following link: http://ppds.pdst.ie/components/com_mtree/attachment.php?link_id=1072&cf_id=24	http://player.vimeo.com/video/52558466

Junior	An Damhsa mór	Irish	Side step (Irish), Promenade step,	Music available at following link: Reel 4/4 http://836987932372170331.webly.com/uploads/4/5/7/8/45789849/irish_dancing_music_beginners_reel_youtube_(1).mp3	http://player.vimeo.com/video/52558467
Middle	Harvest Time Jig	Irish	Promenade step, Side step, Rising step	Harvest time jig	http://player.vimeo.com/video/52559832
Middle	Shoemaker's Dance	International	Skip	Skomagerstykket	http://player.vimeo.com/video/52560491
Middle	German Clap Dance	International	Gallop Step	Germany: Clap dance	http://player.vimeo.com/video/52558471
Middle	Hazelnut Dance	International		Alunelul	https://player.vimeo.com/video/52559834
Middle	Siege of Ennis	Irish	Swing, Side step, Promenade step	Siege of Ennis	http://player.vimeo.com/video/52560490
Middle	Show the Donkey	Irish		Shoe the Donkey	
Senior	Stacks of Barley	Irish		Slow hornpipe	http://player.vimeo.com/video/52561504
Senior	La Vinca-Italian folk dance	International	Gallop step	La Vinca (Italian)	http://player.vimeo.com/video/52559836

Senior	<i>French peasant dance</i>	<i>International</i>	Gallop	Peasants' Dance (French)	http://player.vimeo.com/video/52558469
Senior	<i>Rakes of Mallow</i>	<i>Irish</i>	Side Step, Promenade step	Rakes of Mallow	https://player.vimeo.com/video/52559840

References

A number of the ideas and activities in this resource have been adapted from the following resources:

- McEvoy, J., (2009), Dancin Time: An Irish and Folk Dance Resource Pack for Primary Teachers, www.schooldance.ie
- Paine, L., (2014), Complete Guide to Primary Dance, National Dance Teachers Association, Human Kinetics
- Seoighe, I, Seoighe, M, (2018), Ar mhaith leat damhsa Folk Dance , Practical workshop at Irish Primary PE Association Conference, NUI Galway, www.irishprimarype.com

Notes

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