

### ★ Movement through Space: Dividing and Defining Space using a Thematic Approach

*The following activity provides a framework of how space can be divided and defined using a theme in the Creative Dance lesson. Choose themes that pupils in your class can relate to and are meaningful for pupils. Some suggestions are feelings, the weather, colours, Historic tales, a trip to the circus, pupils hobbies, the list is endless This Activity can also be done as Gaeilge. See below for an example. . See Sample lesson on page 11 where the FMS of side - stepping has been embedded in a sample lesson using the activity outlined below.*

#### Rince Cruaitheach:

**Rince le Mothucháin** - dancing with Emotions

Díriú ar leibhéal, taisteal (levels and travelling)

Seomra a roinnt ina seacht gcuid, seacht mothucháin - áthas, déistin, brón, iontas, fearg, eagla, díspeagadh (contempt)

Cén dath a bhíonn ar áthas? Conas a bhféachann sé?

#### An Sorcas - Circus

Ceithre ghrúpaí:

1. Fir agus Mná Grinn - clowns
2. Téadchleasaithe - Tightrope walkers
3. Lámhchleasaithe - jugglers
4. Ainmhithe - Animals

#### Dividing & Defining Space:

Invite pupils to name their favourite places to visit/will visit during their Summer holidays. Choose six countries named by the pupils and assign each country to a different area in the hall.

Whole class move to one of the areas named after a country. Use questioning here that will stimulate thinking and discussion that will lead to pupil creativity in movement.

#### Sample Questions:

*How do you feel in this country? Can you show me this by making a shape with your body and hold it for 3 seconds? What can you see around you? Can you make a shape with your body to show what you see? What sights are you exploring here? Who is with you? What are you eating/drinking?*

**\*\* If required use images, videos, books, music, props to stimulate pupil imagination and creativity**

#### Transitions - Moving through Space :

The class will come up with one way of travelling and one direction of travel to use when moving to another country (area of the PE Hall). The whole class moves together. e.g. side-step forwards. When pupils are side-stepping, remind them of today's teaching point introduced earlier.

Upon arrival at a new country, continue the discussion to stimulate pupil creativity. Pupils create body shapes, actions etc to represent this country.



**Transitions:** Pupils identify a new method of travel and a different direction of travel, all pupils move accordingly. Continue this process until all countries have been visited by moving from country to country using different ways of travelling and different directions.

**Further Development of Activity:** Divide the class into small groups, assign each group a country where they begin their 'Summer holidays'. Pupils will then create a sequence of movement to show their transition from country to country using a different method of travel and travel direction each time they move between countries. While pupils are working on their movement sequences, music may be played in the background. Invite pupils to listen to the rhythm of the music and move accordingly when travelling. Each group will then move at the same time displaying their movement sequences when travelling from country to country. Music

can be played while pupils move, invite pupils to move according to the rhythm of the music. Props, costumes etc can be used when pupils are performing their group sequence of movement.

### ★ Exploring Creative Dance through the Curriculum

The skills children learn in dance (knowledge, skills and understanding of performing, composition and appreciation) can be complemented by what can be learned through dance. Creative dance provides links to a wide range of subjects and curriculum areas as well as providing opportunities to enhance and develop children's social skills. Below is a sample strategy of how other subjects can be integrated through creative dance. Dance using storybooks can be particularly effective way of learning other curricular areas through creative dance.

#### Suggested Use of *Storybooks* as a stimulus

- Read, or ask a child to read a story - e.g. The Rainbow Story.
- Spend some time on talk and discussion and questioning, for example: What pictures come to mind when you think of ...? Do you associate any feelings with these ...? If we were to make a dance about this story, what actions would you do for ...?
- Begin the movement section of the lesson with a warm up. Do this without music, and then with music.
- Now assign each child to a part or action of the story, and ask them to individually create a solo dance to represent this.
- Give the children the opportunity to practice first without music, and then with music.
- Group work: The class is now grouped according to how the story is divided. The children are asked to work with their groups for five minutes without music to create a group dance, which will include a starting point, at least two actions, and a finishing point. The groups may perform the movement in unison or in canon.
- The groups practice the movement with music. Some groups perform while the other children watch. The observing children are encouraged to give positive feedback to the performers.
- **Variation:** Arrange all the groups in their starting position for group dance
- Commence reading the story in its entirety, or ask a child to read it. As each element of the story is referred to, the various groups do their dances. On completion of each dance, the children should 'melt; down to the floor until all group dances are completed.



### Suggested Books to use as a Stimulus for the Creative Dance Lesson

Books are a very useful resource that can be used to stimulate creativity in the Creative Dance lesson. Use any books/stories that are being used in the Literacy lesson, SESE, etc that appeal to pupils in your class or books that show a variety of character/images/story that can be easily portrayed and interpreted in the Creative Dance lesson.

#### Leabhar Gaeilge

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Samplaí de roinnt briathra sa leabhar - chas sí, chrom sí, d'iompaigh sí, shleamhnaigh sí, chúlaigh sí, Thosaigh sé, léim sí, bhailigh sí, lúb sí, luasc sí, tháinig sí, d'fhan sí, d'éist sí.

Leagan den leabhar ar fáil ar Youtube: [https://youtu.be/c\\_LQKm7CGX8](https://youtu.be/c_LQKm7CGX8)

<https://youtu.be/yD1yp9P6GdY> (with English subtitles)