

Teaching ideas for developing the skill of balancing within the Dance Strand for First and Second Class
(based on the PSSI Lesson Plans)

Activity #	Activities that include balancing for Creative Dance	Teaching Points
<p style="text-align: center;">1</p>	<p>Making Shape</p> <p>Play some music and invite the pupils to move around the space in a variety of ways. Invite the pupils to make a range of shapes when the music stops. Now introduce a count structure into the shape-making process. Ask the pupils to make a shape and hold still (balance) in this shape for eight counts, e.g.: Shape 2, 3, 4, 5, 6, 7, 8. Continue this process, changing shape after every eight counts, e.g.:</p> <ul style="list-style-type: none"> • Shape 2, 3, 4, 5, 6, 7, 8. • Elbow shape 2, 3, 4, 5, 6, 7, 8. • Head shape 2, 3, 4, 5, 6, 7, 8. • Change shape 2, 3, 4, 5, 6, 7, 8. • Low shape 2, 3, 4, 5, 6, 7, 8. • Face the back 2, 3, 4, 5, 6, 7, 8 etc. 	<p>Teaching Points for Balance</p> <ul style="list-style-type: none"> • Support leg still, with foot flat on the ground • Non - support leg bent and not touching the support leg • Trunk stable and upright • Head stable with eyes focused forward on a target • Arms as still as possible with no excessive movement either at the side or extended to aid the balance <p>Making Shape</p> <p><i>Can you make a shape using your arms? Using your feet? Using your head and elbows? A shape that's very close to the ground? A shape that's as close as possible to the ceiling? A shape where your body is in the middle of your space bubble? A crooked shape? An upside-down shape? A shape that faces to the back of the hall? How can you hold your balance when you make a shape?</i></p>
<p style="text-align: center;">2</p>	<p>Creating a Shape Sequence</p> <p>Ask the pupils to create a sequence of two shapes using a different level for each shape. Each shape must be held for eight counts. Demonstrate some examples:</p> <ul style="list-style-type: none"> • Shape 1 (low level) – Shape 2 (high level). • Shape 1 (medium level) – Shape 2 (low level). • Shape 1 (high level) – Shape 2 (medium level). <p>Ask the pupils perform their shape sequence to music a few times</p>	

3

Partner shape dance

In this dance the pupils work in pairs to join their shape sequence together in order to create a partner shape dance. Number 1 performs his/her shape sequence while Number 2 mirrors. Then Number 2 performs his/her shape sequence while Number 1 mirrors. The complete dance will be structured as follows: Shape 1 Number 1 leads Shape 2 Number 2 mirrors Shape 1 Number 2 leads Shape 2 Number 1 mirrors.

4

Move for eight and freeze for eight

Having had a chance to explore a range of different body actions, the pupils are now asked to move for eight counts and then to freeze and hold a shape for eight counts. They are challenged to use a different way of travelling each time they move and to make a different shape each time they freeze. Guide with your voice: Move 2, 3, 4, 5, 6, 7, 8. Freeze 2, 3, 4, 5, 6, 7, 8.

5

Meeting and parting dance

In this dance the pupils work with a partner to create sequences of body actions which allow them to meet, and then part from, each other.

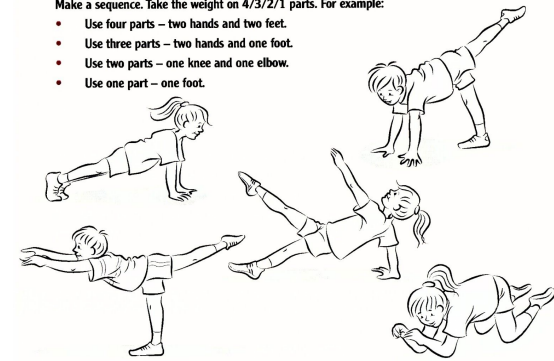
6

The animal dance

In this dance the pupils are divided into three groups of animals and dance to a short story narrated by the teacher. Ask each pupil to make a dance showing two different ways in which their animal moves. Ask each pupil to practice his/her animal movements. Guide with suggestions where appropriate. Gather the pupils in their groups: • farm animals • forest animals • jungle animals. Place the groups in three different corners of the hall. Guide the pupils through a practice of the animal dance using the narration in the PSSI lesson plans. Perform the dance to music

Make a sequence. Take the weight on 4/3/2/1 parts. For example:

- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one knee and one elbow.
- Use one part – one foot.



Raise and stretch the legs and arms that are not touching the mat.

