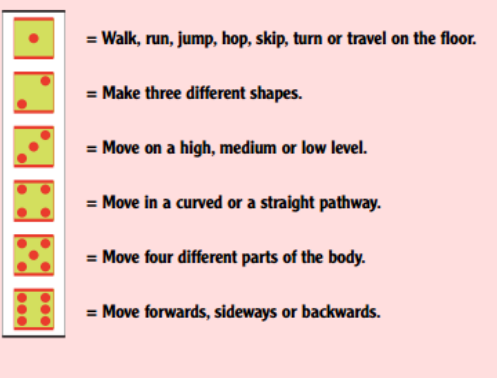


**Teaching ideas for developing the skill of balancing within the Dance Strand for Fifth and Sixth Class**  
*(based on the PSSI Lesson Plans)*

Activity #	Activities that include balancing for Creative Dance	Teaching Points
<p style="text-align: center;"><b>1</b></p>	<p><b><i>The dice dance</i></b></p> <p>Arrange the pupils in pairs. The two dancers throw the dice four times (two turns each). They use the instructions received from each throw to create a partner dance, for example, 1,6,2,3. The dance therefore will consist of: body actions, directions, shapes and levels.</p> <p>When the pupils have created their dance and practised it together, ask all of the pupils to perform the dance to music. Ask each pair to hold the final position in complete stillness (balance) until the music fades away. Fade out the music slowly when all the pupils have finished moving and are absolutely still.</p>	<p><b>Balancing</b></p> <ul style="list-style-type: none"> <li>● Support leg still, with foot flat on the ground</li> <li>● Non - support leg bent and not touching the support leg</li> <li>● Trunk stable and upright</li> <li>● Head stable with eyes focused forward on a target</li> <li>● Arms as still as possible with no excessive movement either at the side or extended to aid the balance</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p><b>The sarong dance</b></p> <p>The pupils work in pairs to create a dance. The dance must show four different ways in which the two partners can dance together with the sarongs: The dancers can move side by side, facing each other, or one behind the other or any combination of these positions. Both dancers can do the same action with the sarongs or they may have a moment of contrast. The dancers can move at the same time (in unison) or one after the other (in canon). The dancers can swap sarongs, or connect together using the sarongs during the dance. The dance must have a clear starting and finishing position. Ask the pupils to perform their sarong duets to music. Instruct the pupils to hold still in their finishing position until the music fades out (balance). Fade out the music slowly when all the pupils have finished moving and are absolutely still.</p>	

3

### The Rainbow dance

Invite pupils to attribute movements to the colours of the rainbow, and assign a colour to each pupil. Using the story outlined in the PSSI lesson plans for 5th/6th class, invite the pupils to note what the story says about their colour in order to get ideas for creating their solo dance. Once the pupils have completed and practised their dances, use the story to guide their dance.

*Let's begin ... Once upon a time the world was filled with different colours: • green (all the green dancers move) • blue (green dancers freeze, all the blue dancers move) • yellow (blue dancers freeze, all the yellow dancers move) • orange (yellow dancers freeze, all the orange dancers move) • red (orange dancers freeze, all the red dancers move) • purple (red dancers freeze, all the purple dancers move) • indigo (purple dancers freeze, all the indigo dancers move) Now, when I mention your colour a second time you begin your solo again, and this time keep moving when the other colours are mentioned and don't stop until I say the word "freeze". But one day all the colours began to quarrel – green, blue, yellow, orange, red, purple and indigo. (The pupils perform their solo dances when their colour is called.) Each colour claimed to be the best, the most useful ... (The pupils continue their dances, beginning again if necessary, and they make their actions faster and stronger.) Then each colour spoke ... (All of the pupils freeze their actions.)*

4

**The Rainbow Dance Part 2:** pupils of the same colour come together to form a group dance.

5

**The Rainbow Dance Part 3:** Creating dance movements for 'lightening, thunder, rain' and the conclusion of the dance.

6

Now perform the complete dance to music.

### Sample colour dance for green:

Starting position, Action 1, Action 2, Action 3 k k  
Finishing position • Begin on the floor with the body in a small crouched shape. (Starting position) • Rise with a sustained movement to a standing position, using the hands to weave from side to side in a curved air pathway. (Action 1) • Run forward suddenly and jump strongly in three different directions, with hands clapping above the head. (Action 2) • Walk in a wide circle to the right, gradually making the circle smaller so that it spirals inward; stand facing the front of the hall. (Action 3) • Slowly raise the hands above the head and hold them there, while freezing in the standing position. (Finishing position)

### Sample Shapes and Balances

- 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.

