

Lessons

Music

Links

Productions



A Dance Project for Schools

COUNTRY FAIR



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COUNTRY FAIR

A PRIMROSE PRIMARY SCHOOL DANCE PROJECT

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- Preparatory research educational visits and suggested links with other subjects in the curriculum
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Dance lessons with simple step by step instructions - many of the lessons have accompanying music and dance maps

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Straight lines to plough, seeds to sow
- Lesson Two - Come to the Fair
Friends to meet, goods to buy or sell
- Lesson Three - The Farm-Hands
Strong hands, slap backs and boots
- Lesson Four - The Gurning
Grunting snarls, widest grins - compete
- Lesson Five - Milkmaids
A bonnet brigade armed with buckets
- Lesson Six - Growth
Warm sunshine and rain entice growth
- Lesson Seven - Groups Work in the Fields
Many hands help to mow, shake, rake and stack
- Lesson Eight - Celebration
Time for fun, the work is done
- Lesson Nine - Fire
The community work together to extinguish the fire
- Lesson Ten - Thanksgiving
The congregation gathers to give their thanks



- A dance production, a showcase for your school
- Follow up possibilities

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PROLOGUE & FOREWORD



Welcome to the Primrose Dance Production "Country Fair"

This project was conceived during 2000 in the knowledge that so much urbanisation had occurred in the British Isles it was likely that very many children had never even walked in the countryside.

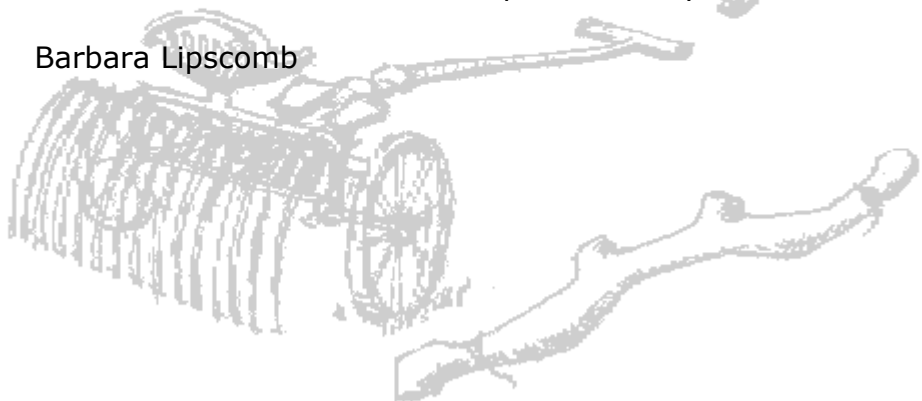
It was felt that it would be beneficial to all pupils to learn about their rural past and recognise the need to respect the contribution which is made by the farming communities of the British Isles.

The advent of the 2001 epidemic of Foot and Mouth disease and the destruction of millions of livestock has made it even more important for everyone to understand and appreciate our agricultural affiliations.

The performance is dedicated to our rural heritage. Scenes will depict the lonely work at the start of the agricultural year. A local fair is held to attract traders and customers. Friends meet and compete. Athletic young men dance a wellington boot dance. They also take part in the long lasting gurning competition that dates back to the 13th Century. And we take a peek at the pretty maids working in the milking parlour. The growing season has a dramatic representation and teamwork enables the harvest to be safely gathered in.

The production concludes in a traditional fashion by a rejoicing a successful harvest and by giving thanks for the fertile seasons. Celebrating the farmers world wide who look after the land and keep the country fair.

Barbara Lipscomb



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INTRODUCTION



The purpose of the Primrose Primary School Dance Projects is the provision of a series of topics developed into creative dance lessons. The topics are chosen to match the age, ability and interests of the primary school child. Preparatory visits and a variety of classroom activities can augment the pupils understanding of the topic.

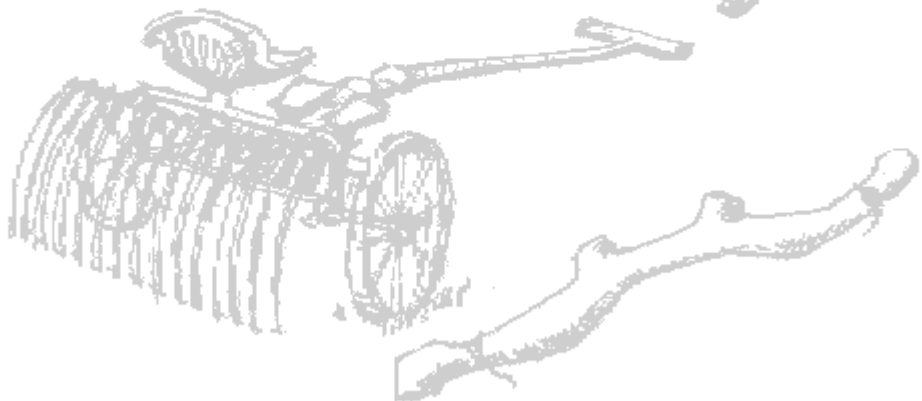
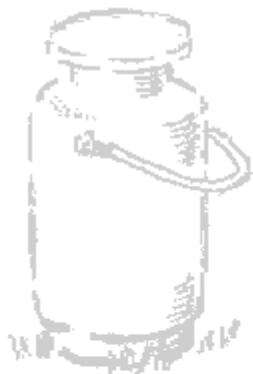
The topics are broken down into component parts which are set out in a simple structure for a dance lesson.

An accompanying CD has music which has been created specifically around the topic. The music can be used as stimulus or as an atmospheric background. Some tracks provide precise rhythms to discipline the dance.

Copyright provision with this pack permits you to make a copy of the CD onto cassette for use in your classes if you wish.

A Music and Dance Map gives guidance to the teacher on the construction of the music and the pattern of the dance. Small maps can be used by teacher and class to plot out the music and their dance ideas.

The teacher and class can use their experiences gained during the lessons to construct a cohesive dance production to show the school, parents and public the skills and knowledge they have acquired.



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MUSIC ON THE CD



The CD accompanying this pack has been created specifically for this project by an imaginative young composer who immersed himself into the topics. The music is attractive and atmospheric, it can be used to stimulate reactions or as background; it has been composed with dance needs in mind and can cue actions and discipline sequences. Teachers can copy the CD onto cassette for the purpose of lessons. Some teachers prefer to use the music first, to set the scene and stimulate the class. Others save it until later in the lesson. There is no rule, other than that which respects the shape and sentiment within the music.

ON THE CD

- **Track One – It's Lonely Work in the Fields**
Straight lines to plough, seeds to sow
- **Track Two – Come to the Fair**
Friends to meet, goods to buy or sell
- **Track Three – The Farm-Hands**
Strong hands, slap backs and boots
- **Track Four – The Gurning**
Grunting snarls, widest grins – compete
- **Track Five – Milkmaids**
A bonnet brigade armed with buckets
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The community work together to extinguish the fire
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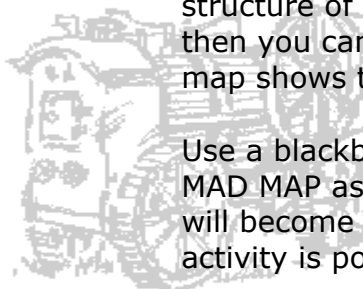
The music has been composed in short sections appropriate to a lesson format. Some of these sections can become particularly popular and provoke an abundance of ideas – it can be worthwhile recording repeats of the popular passages for use in dance productions. Each presentation can in this way be made uniquely your own. Let the class create their own 'production tape' by assembling their favorite sections from the CD.

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'MAD MAP'



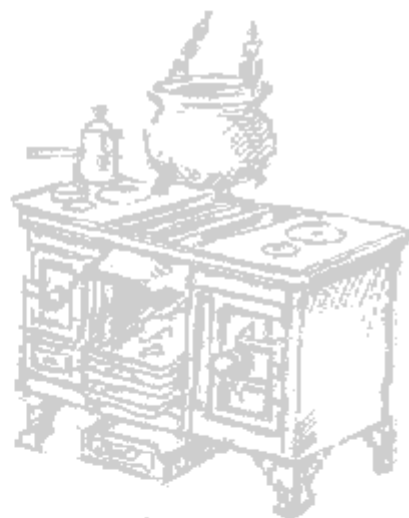
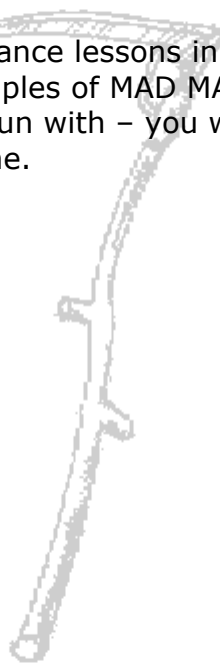
Primrose introduces the "MAD MAP" as a unique tool for the teacher and class. This **M**usic **A**nd **D**ance Map enables you to discover the power of "doodling"! Let your pencil flow over your page to the music. Then let it float again and again. Soon you will begin to notice the structure of the music. A pattern and shape emerges and then you can section in your dance movement ideas. The map shows the music and the dance.



Use a blackboard or something similar to work out the MAD MAP as you listen to the music with your class and it will become the cue sheet for the lesson. This mapping activity is popular with class and teacher.



Most of the dance lessons in the Primrose Dance Projects provide examples of MAD MAPS, one or two are left up to you to have fun with – you will be able to design your own in no time.



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INTRODUCTORY RESEARCH, VISITS AND CLASSROOM ACTIVITIES

Our model shows how each part of the topic can be researched and recorded. Suggestions of school visits and classroom activities are offered as prompts. They are not prescriptions but simply hints to stir your imagination.

The visits could be made by the whole class or be reported back following a family experience. (It is unlikely that everyone will have visited a farm – but someone might have farming relatives or friends living in a rural setting. Discuss the 2001 Foot and Mouth epidemic and its effects in Britain)

The well-trained teacher knows how to develop the creative writing, the design and technology, the historical environmental possibilities and can check the reference within the National Curriculum to match attainment targets for the age group.

The Primrose Primary School Dance Project illustrates the investigation into a topic and the knowledge and skills involved. Dance is very much part of the education process and a most enjoyable one when the music and dance depict a topic which captivates the children's interest. Co-operation, collaboration, communication, co-ordination, composition, construction are all part of dance education.

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VISITS	TOPICS	ACTIVITIES
Countryside parks Lake District Peak District Scotland/Wales	Lonely Work in the Fields	Read Lake District poets Enjoy Thomas Hardy novels Listen to music by composers celebrating the scenery of their land
Market towns Agricultural shows Flower shows Countryside sports days	Come to the Fair	Hand make pegs, posies, baskets, hankies, scarves, shawls, ribbons, belts, ties
Reference venues with working mens dances Austria Australia South Africa Canada	The Farmhands	Collection of functional clothing, headwear and footwear
Egremont Crab Fair Grasmere Sports Highland Games Helston in Cornwall Olney in Bucks	The Gurning	Collect horse brass Make a list of tackle i.e. reins, girdles, bridles, halters, collars Draw a shire horse
Dairy Cheesemakers Dairy farm Agricultural museum	Milkmaids	Write recipes for cheese, butter, yoghurt List dairy equipment past and present
Garden of Kent Vale of Evesham Yorkshire Wolds Ormskirk Plain	Growth	Grow a variety of seeds, bulbs, noting temperature, moisture and measure growth
Hay making in Yorkshire Hop picking in Kent Potato fields in Scotland Pick your own fruit	Groupwork in Fields	Design and draw agricultural tools for a variety of crops
Morris Men Stick Dance Bacup Coconutters Folk dance festivals Clog dancing American square/line dancing	Celebration Dances	Contact Foreign Embassies for pictures of national dance costumes
Fire stations in town and country Fire prevention talk	Fire	Research past and present fire brigades methods, machines
Chapel Church Cathedral Mosque Synagogue Temple	Thanksgiving	Collect Thanksgiving anthems from across the world. Cover every continent Write your own song of thanks

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LESSON ONE

LONELY WORK IN THE FIELDS



1. **Pressing Steps**

Slow strong louncing steps using the hands to press forwards.

2. **Pushing the Plough**

Lean into the forward direction, strong hands control the straight line and 'man' pushes, animal pulls.

3. **Rest**

Take time to recover from exertion and survey the surroundings. Is it misty? Is it crisp, cold?

4. **Sow, scatter seeds**

Use one hand to hold the basket, the other will scoop up the seeds and scatter through opened fingers. Contrast closed, holding side with open, spreading side.

5. **Half turns**

Ploughing in straight line, turn to make parallel furrow. Sow following the same pattern.

6. **Running Turns**

Enjoy light steps, running and half turns in straight parallel lines.

7. **Counter Running**

Beginning at opposite ends, partners run, meet, pass each other, run on and turn at lines end.

8. **Bent backs**

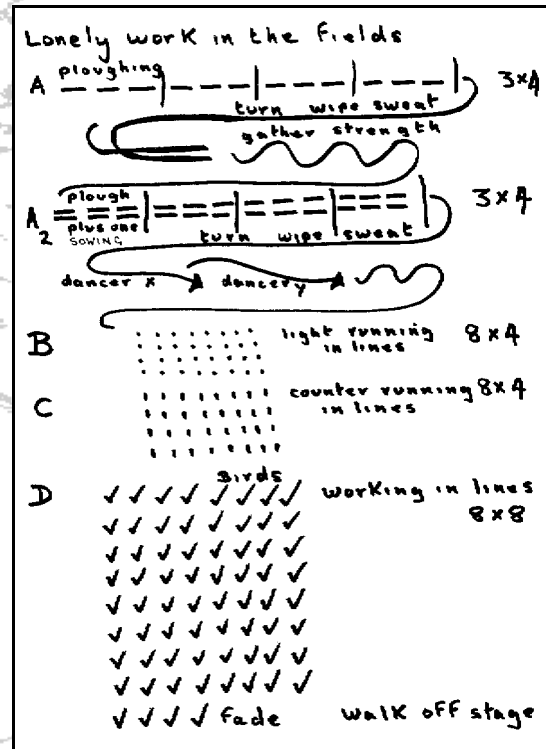
Rounded backs often ache in the planting season. Get a rhythm going to dig hole and plant seed.

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LESSON ONE

LONELY WORK IN THE FIELDS - THE DANCE

Listen to the music and discuss. Identify the sections: MAD (Music And Dance) MAP



Identify the music sections

- **A₁ - ploughing** 1x4
 Three slow walks and rest.
 Rest, recover, turn, gather strength.
- **A₂ - ploughing** 3x4
 Each dancers keeps to own line sowing
 Rest, recover, dancer X turns, dancer Y turns
- **B - light running in lines** 8x4
- **C - counter running through lines** 8x4
- **D - mixed working lines** 8x8

As the music fades, the dancers leave the scene.