

Lessons

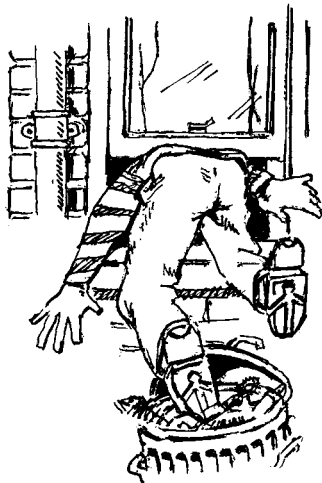
Music

Links

Productions

A Dance Project for Schools

IN THE NEWS



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IN THE NEWS

A Primrose Primary School Dance Project

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IN THE NEWS

Prologue & Foreword

Welcome to the Primrose Dance Project entitled "In The News".

The project is based upon the various pages that can be seen in our National Newspapers. It was felt that it could prove to be beneficial to all pupils, if they were to explore the impact of these newspapers on our lives and on our opinions, values and attitudes.

We aim to provoke discussion and debate about the advantages and disadvantages of 24/7 News (News Reporting 24 hours a day, seven days a week).

We encourage the examination of the shock tactics used to attract our attention and to sell newspapers.

Our series of lessons illustrate that there are many ways to look at a story. We employ pace, style, and humour as well as a serious dramatic approach.

The project can be split into single, one off lessons making good use of their impact. Or it could be developed into a meaningful, exploratory educational experience into the News.

Just like the News, our project can be short, sharp, shocking, or substantial and sustained.

Which newspapers do you buy? Which pages do you read? Do you believe everything you read?

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 (M.A.D.) Map gives guidance to the teacher on the construction of the music and the pattern of the dance. Small MAD 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 especially in the Primrose Recording Studios by a young musician and composer who has worked closely in collaboration with our author and originator of this series of Primrose Dance Projects for the Primary School. The sound track is atmospheric, inspirational and evokes each scene with an interesting blend of everyday sounds and range of musical styles.

You can use it to stimulate reactions or as a dramatic background.

The music has been composed with dance in mind and can cue actions as well as discipline sequences. Teachers may copy the CD to use over and over again in the lesson situation, thus saving a pristine recording to use to support a production performed to the public.

When to use this audio stimulus is entirely up to you. Some times it is good to let the class hear it at the start of the lesson, setting the scene immediately. On other occasions to delay the listening enables a focus on the movements first and leave the drama and atmosphere until the end of the lesson. There is no firm ruling on this, there is no right or wrong. What we want is an accurate interpretation of the quality, style and rhythm of the music and the intention of the dance.

On the CD

- Track One – It's Rush Hour, buy your paper and read the news, and struggle to work.
- Track Two – Reading the headlines, which ones do you read, and where?
- Track Three – There was a bungled burglary. It's a cops and robbers chase!
- Track Four – The fashion page, what and who catches your eye on the catwalk?
- Track Five – The business news, profits and losses, what's in it for you?
- Track Six – The gossip columnist spreads the scandal, sensational secrets sell papers!
- Track Seven – The sports page with action photos of several sports champions.
- Track Eight – The journey home, another rush hour, BUT this time you are IN THE NEWS.

We are aware that some tracks will become firm favourites with the pupils, and some may inspire them to make their own recordings. Do they want to perform their own Headline Rap? Do they want to add their own gossip column whispers? Why not record a range of street seller's cries to get more customers?

Add your own recordings and make your own performance recording. Make it uniquely yours.

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Lesson One Rush Hour



Teachers Notes: It is recommended that the first lesson begins with a discussion on the tiring journey which many of us have to make to get to school, to work, to visit the city. There will be congestion, crowds and queues, and very crammed public transport. Explain that the sound track has been recorded to set the atmosphere and reflect such a journey. Listen to track one. Ask for ideas, who heard some sound clues, what did they hear? Teacher can make a list of the order of the sound clues ...

Cymbals * Footsteps and Chatting * Piano * Sirens and Pulse * Chords and Drums * Shakers * Castanets and Plucked Strings * Violins * Whistle * Bell and Mind the Doors * Rhythmic Ride * Stop

Action Please: Let the class enact the sound story. Do they hear the clues? How do they react to them? Teacher can commentate, giving some encouragement to vary the responses. Place emphasis on the amazing variety of travellers. Get the pupils to give some of their ideas, and to describe the kind of movements each traveller would use.

Actions suggested:

1. Strong, straight backed walking strides making direct paths that stop, turn sharply to go briskly to somewhere else.
2. Short, dashing steps in zigzag patterns, frantic hand shaking in the air, depicting a flustered traveller.
3. Slow, heavy, weary, plodding steps of a tired and reluctant traveller who is burdened down with luggage ... school bags? Knapsack? Kit bag? Bulging briefcase and Laptop?
4. Large, flowing arm actions, waving to friends, asking them to wait whilst you can catch up with them.
5. Slow, but steady steps making determined progress. An old traveller walks in pain.



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Lesson 1 MAD MAP:

Make your own Music and Dance Map, match these movements to the sound clues ...

Cymbals = Strong, straight, go, stop.

Piano = Flustered, zigzag dash.

Chords and Drums = Tired, laden, reluctant.

Violins = Waving to waiting friends.

Castanets and Plucked Strings = A painful walk

Any anymore ideas from the class!

Listening skills need to be refined now in order for the pupils to perform the correct actions at the right time during the playing of the sound track. Pupils are free to choose which character they wish to portray, but they can only dance when their music is played. Plenty of practise is needed to enable precision with the sound track.

Teacher's Notes: The scene has been set and the travellers are moving in their distinctive ways. The teacher now needs to introduce the newspaper! Discussion can take place on how many travellers buy newspapers to get news of the day. Focus on the ways in which newspapers are sold, and get the class to practise the shouts and actions, which they associate with a successful newsboy. They need to attract customers and to dash about taking the paper to the customer. On the other hand, maybe the older newsman can stand by his box and his regular customers will go to him, because they will know he will always be there. Be also aware of the smart city news kiosk, plenty of customers queue here for papers and the glossy magazines.

The Dance ... Rush hour, read all about it!



The final project is a blending together of the travellers and their journey to work. The young and old newspaper sellers going about their business as the travellers make their way to their transport.

Imagine a group of very crowded passengers, standing and swaying on the transport as it stops. The passengers then spill out onto the pavement and in slow motion and in silence disperse to their intended destination ... maybe some take the time to buy the expensive magazine! We shall be left with an empty space as everyone has gone!