

# **CHANCE TO DANCE WORK AND PLAY KEY STAGE 1 DANCE PACK**

Written by Claire Morris  
Music by Howard Haigh



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## **The Dancer**

Claire Morris is a dance specialist who has worked for companies such as Rambert Dance Company and Ludus Dance Company she delivers dance education work in a wide range of environments: community, formal and vocational training, to people from the age of 2 to 70 years old.

## **The Musician**

Howard Haigh creates music for dance. He tours with English National Ballet playing his music in dance workshops and performs Spanish guitar with his own band Lava. Howard has extensive involvement in the dance world as accompanist (Laban Centre; London Contemporary Dance School; Pineapple and many others), and as composer and performer.

## **Any Problems**

You can contact Claire Morris and Howard Haigh via the Primrose Education website ([www.primrose-education.co.uk](http://www.primrose-education.co.uk)) if you require further information about the Work and Play Dance Packs, their work, or to book a workshop in your school.

# INTRODUCTION

The Primrose Work and Play Dance Packs provide a Chance to Dance – a wide range of ideas for exploring dance through the themes of Work and Play.

The Work theme explores different work environments, and what people do in these environments.

The Play theme explores what people do when they aren't at work/school.

In the pack you will find six Ideas for the Work theme followed by six ideas for the Play theme. The two themes are intended to contrast and compliment one another.

- **Contrast** – Work Ideas are serious and at times fast paced, whereas the Play Ideas are more light-hearted and fun.
- **Compliment** – The 2 themes when used consecutively can create a well-rounded term of dance with a wide range of dynamics.

The Work and Play Dance Pack has been created with an emphasis on creative movement and dance. The notes are intended to be a starting point for teachers and include dance tasks/activities. You are taken through ideas and movement explorations.

The dance ideas were created by Claire Morris, working alongside the music by Howard Haigh. The Work and Play Dance Pack provides a perfect stimulus for a teacher to initiate dance activities for their children.

# HOW TO USE THE PACK

This Pack contains six Work Ideas and six Play ideas. Each idea gives the teacher starting points for dance e.g. A game, exercise, exploration. For each idea there is a track of music to play alongside the activity.

Suggestions are given on ways to deliver the idea. However there are no prescriptive lesson plans, as in my experience these soon become inhibiting for the teacher and class. It is creative ideas and stimulus with music that teachers need and ask for.

# DEVELOPING A DANCE

The dance idea can span as many weeks as you require. When delivering dance I use a 6 week development process. I have listed my development plan below for your reference:

## **Weeks**

1-2

Exploring dance ideas and movement

3-4

Creating dance and sequences, starting to use skills of remembering and retaining dance

5-6

Rehearsing and improving dance for performance

In weeks 1 and 2, I always begin the sessions by discussing the idea with the children. Dance is a creative art form and children have extraordinary imaginations. If you are able to tap into their imaginations from the start, the children will be fully engaged in the activity, and in my experience give you ideas for furthering the dance!

# HOW MANY IDEAS?

Within your session of dance you can choose to use one idea, or contrast a Work and a Play Idea. Using contrasting ideas keep the children's interest by off setting a serious and a fun subject. This will also challenge the children's imagination and develop their ability to use different dynamics and self-expression in movement.

# DANCE TERMINOLOGY:

I have listed below some dance terminology I have used within the pack:

Gesture	a Non Weight bearing movement, like pointing or flicking fingers.
Explore	Try out different moves.
Unison	Dancing the same moves at the same time.
Canon	Dancing the same moves one after the other like a Mexican wave.
Motif	Can be one or a short sequence of moves that you repeat in your dance to represent something e.g. a hop, a stamp - followed by a salute if you created a dance about a soldier.
Space	The area in the room or the Hall in which your dance activity takes place.

# A DANCE LESSON

A dance lesson should include the following elements: Warm Up, Movement Exploration, and a Cool Down.

The structure of your class and these elements will depend on the time allocation for a dance lesson within your school – the movement exploration should be the dominant element within the session, however each element holds equal importance:

## WARM UP

The purpose of a warm up is to prepare the young people for the dance session.

This could include:

- Discussing and introducing the theme
- Physical activity to raise the body temperature
- Mobilising the joints – circling the arms – shaking out the legs – rolling down through the spine

## MOVEMENT EXPLORATION

Chance to explore the dance ideas –

- Improvising movement
- Creating sequences
- In groups/partners and so on

## COOL DOWN

A cool down prepares the young person for finishing the session: Brings the body temperature back to normal, creates awareness of achievements within the session, and enables the young person to be ready to take on their next task in school.

Cool down activities could include:

- Stretching through the body
- Calmer/slower version of the warm up activity
- Observing other young people performing their dances
- Discussing - the session – how to improve the dances in the next session – achievements made within the session

# **MUSIC CD TRACKS**

## Work Ideas

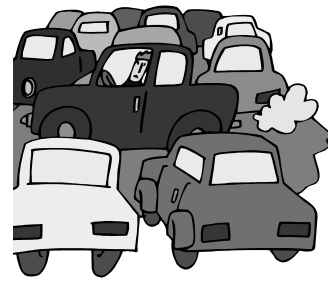
- 1. Rush Hour**
- 2. Story Telling**
- 3. Tribal Dance**
- 4. End of the Day**
- 5. Day Dreaming**
- 6. Under Pressure**

## Play ideas

- 1. By the Sea**
- 2. Rainy Days**
- 3. Honky Tonk Hokey Cokey**
- 4. Cowboys and Indians**
- 5. In the Garden**
- 6. Playground Blues**

# WORK IDEA 1

## RUSH HOUR



### 1. **Traffic light Game**

Teacher to instruct: Red= Stop, Green= Go (walking or travelling movements), Amber= Teacher's Choice (Slow motion, get ready, turn around).

### 2. **Traffic**

Ask the class what traffic they see on the road in the rush hour and explore different ways of travelling e.g. Like a car. Explore through their bodies.

### 3. **Stuck in a Jam**

Find ways to show you are in rush hour traffic e.g. travelling close together, being stuck in traffic jams.

### 4. **Rushing to work**

Imagine you are a business person rushing to work, as you are late. Then incorporate any obstacles you may encounter, e.g. traffic lights, puddles. How would you get around the obstacles? e.g. over, under or around.

### 5. **On the Train**

Think of gestures which people do when they are late and worried e.g. tapping fingers, pointing at signs, looking at watch. Create a gesture sequence to the count of 6 that can be repeated.

### 6. **In Canon**

Try doing the sequence in canon (one after the other)

### 7. **Change positions**

Find different positions and repeat the sequence – sitting, kneeling, standing, back to back and so on.