

Dance Tools

Working Independently

Always begin by exploring movement ideas independently. This enables pupils to develop ideas and build movement vocabulary, helping them to make appropriate choices for their work.

Partner work

Partner work provides an excellent starting place for developing compositional skills. Pupils will begin to negotiate their way through a task and practice taking turns when creating dance. It is a useful way to ensure everyone is engaged, as partners will encourage one another to share ideas, especially if prompted by the teacher with instructions, such as:

"create two moves each" , "use two changes of space/speed/dynamic" etc.

Pupils will begin to identify what is needed to make their dance of high quality.

Group work

Unless a specific task dictates otherwise, always begin with partner work before progressing to groups. When working in groups, the tasks need to be specific to maximize individual pupils' contributions to the group. Having each person direct one movement is a very effective way to encourage ideas from the group and gives ownership to the director of the group for that turn.

Actions

The 5 main actions for dance are: Jump, Turn, Gesture, Stillness and Travel

Jump	Both feet to both feet Both to one One foot to one foot One foot to the other One foot to both feet (hops, leaps, springs, jetes, bounces etc.)
Turn	A rotating movement
Gesture	Movement without moving feet
Stillness	In any position
Travel	Moving through the space using any body part or parts

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Choreographic Devices

Canon	The same movement repeated just after (e.g. a Mexican wave)
Unison	The same movement at the same time
Call & response	One movement followed by a different movement from someone

Elements

What?	Actions	What movements?
Where?	Where in the space are you doing the action?	Low (floor) Middle (standing) High (above head height)
Whom?	With whom	By oneself (solo) With a partner (duet), a trio, a quartet, etc. Whole class.
How?	How is the movement performed?	Softly Aggressively Sadly Fluidly Spiky etc.