

# Dancing

To Change Ourselves...  
and the World



L3

**When you  
dance, you can  
enjoy the luxury  
of being you.**

**Paulo Coelho**

# Why not add some Dance to your PE?

Dance can:

Improve your cardio fitness

Increase muscular strength

Increase aerobic fitness

improve muscle tone

Improve motor skills

increased body confidence

Help you work as a part of a group

Give self-confidence

Provide opportunities for self-expression

Make you HAPPY...

And most importantly, IT'S FUN!

# Method

## ① Choose a theme from those listed below

If I ruled the world.  
A force of nature.  
How to be happy.  
The best thing about people.  
A night in the forest.  
The moon and stars.  
Fire and Ice.  
Emotions in conflict.  
The City that never Sleeps.  
Body Language.

## ② Select music appropriate to the theme

Perhaps scaffold the idea that just because a song is a banger, doesn't mean it's the right song for the occasion.

## ③ Engaging in the Process

### For students

---

Spend some time improvising.

Identify the body parts that you are using and identify the muscle groups being worked.

Think about a narrative.

What movements express the themes they are presenting?

Create your dance.

### For teachers

---

Scaffold cooperation and a sense of fun throughout this process.

Once the actual choreographing begins, be available to your students. Provide constructive criticism to the groups that need it. Provide a trusting independent workspace to those who don't.

Ask them if they need your help before intervening.

The most important thing that needs to be told to the kids is that creativity is a process and it may not always work out the first time around.

## ④ Perform to the class

After the performances.

If you are wanting to use this as an assessment opportunity, refer to the Achievement Objectives. Select two or three and create a rubric to express the learning you want to see.

# In groups of two or three, students will investigate one of the following dance terms

## Beat

underlying pulse.

## Canon

a choreographic device or structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn.

## Direction

forward, backward, right, left, up, down.

## Energy

a dance element that focuses on the weight, texture and flow of movement, for example, float, swing, sudden, smooth, sharp, percussive, vibratory, explosive.

## Level

the height in space at which a dancer is moving (for example, high, medium, low).

## Movement patterns

recognisable, repeated movements or movement sequences

## Narrative structure

a choreographic structure that tells a story

## Rhythmic

pertaining to movement patterns in time; these patterns often reflect the accompanying music's rhythms (i.e., distinctive combinations of note durations, accents, and silences)

## Tempo

fast, slow, increasing, decreasing

## Time

a dance element made up of rhythm, tempo, beat, accent.

## Unison

dancers moving at the same time doing the same movements.

## Source



<https://artsonline.tki.org.nz/Teaching-and-Learning/Pedagogy/Dance/Glossary>

When they have investigated their concept, they should present their discoveries to the class with at least two supporting videos. After watching, the students should spend some time thinking about the muscles that are used most in dance. This is a way of connecting the concept of their own physicality to their own creativity.

Allow discussion to cement understanding of the concepts after each presentation. Some scaffolding may be required at this point.

Introduce the idea of choreography to the students. Consider it a way of physically painting a picture. A way of using our physicality to express an idea or theme. A way of moving to tell a story without having to use our voices.

Students should then select three of the concepts presented and choreograph a dance piece for four people. There are many ways to group students and consideration needs to be given to how best to do so. The link below gives some ideas for the philosophy of grouping.



<https://susanfitzell.com/strategies-for-effective-group-processes-establish-ground-rules/>

# Curriculum links

## Health and PE

### Personal health and physical development — A

#### A2 Regular physical activity

Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.

#### A4 Personal identity

Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

### Movement concepts and motor skills — B

#### B1 Movement skills

Develop more complex movement sequences and strategies in a range of situations.

#### B2 Positive attitudes

Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.

#### B4 Challenges and social and cultural factors

Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

### Relationships with other people — C

### Healthy communities and environments — D

#### D2 Community resources

Participate in communal events and describe how such events enhance the well-being of the community.

## Dance

### Developing practical knowledge

Use the dance elements to develop and share their personal movement vocabulary.

### Developing ideas

Select and combine dance elements in response to a variety of stimuli.

### Communicating and interpreting

Prepare and share dance movement individually and in pairs or groups.