DANCE...LIKE NO ONE IS WATCHING

4 + AND FAMILY

WORKSHEET BOOKLET

An Out of the Box production
2018

Notes devised by Education Consultant Lucy Flook

QPAC's

OUT OF THE BOX
FESTIVAL FOR CHILDREN EIGHT YEARS & UNDER

ACTIVITY ONE: MANIPULATING A SIGNATURE MOVEMENT (MOTIF)

- Remind the class that a motif is a signature movement or action which highlights the theme.

- Read through and explain (model) some ways to manipulate (or change) a motif such as:

1.	SIZE	Small, medium or large Example: if the movement was a small, change it to a larger movement.
2.	TEMPO	How fast or slow the movement is performed. Example: fast/slow/stop. When manipulating tempo, be careful not to let the movement size change.
3.	INSTRUMENTATION	Perform the movement with different parts of the body. Example: Instead of opening and closing using your arms, do the action with your knees.
4.	FORCE	Vary the amount of energy/force in the movement. Example: A sharp movement could be changed to a flowing movement.
5.	STAGING	Perform the action in a different place or facing a different way. Example: If you were facing the front, face the side to do an action. • Provide the class with a simple signature movement (motif) to communicate an animal. • Allocate small groups and name each group 1 to 5 to link to the ways to manipulate a motif. • Ask each group to look at the motif change option they have been allocated and apply this to the motif. • Allow time for each group to decide on their new manipulated motif. • Watch each group and as a class, identify how the original motif has been changed.

ACTIVITY TWO: CREATING MY ANIMAL DANCE – CHOREORAPHING A DANCE FROM AN ANIMAL STIMULUS

STEP 1: ANIMAL BRAINSTORM
List words to describe how your chosen animal moves, eats, sleeps and hunts in this space.
Example: curled up in a ball, swinging from tree to tree.

STEP 2: CHOREOGRAPH A DANCE TO COMMUNICATE YOUR ANIMAL

- Choose two animal motifs from your brainstorm (circle or highlight the motifs) which clearly communicate the actions or typical movements of your chosen animal.

- Choreograph a dance using the following structure:
  1. Travelling movement 1 (locomotor movement)
  2. Original motif
  3. Travelling movement 2
  4. Manipulated motif
  5. Travelling movement 3
  6. Manipulated motif

ACTIVITY THREE: DANCE PARTY PLAYLIST: RESPONDING TO MUSIC

1. Listen to a piece of music from the Dance Party playlist.

2. Brainstorm ideas about the sound, images and movement you think would match the music.

3. Discuss your responses as a class.

4. Record what you expect the movement to look like for this song.

5. Reflect on these ideas after learning a dance to see if your predictions for the choreography were accurate!

Name the piece of music from the Dance Party playlist

• _____

Describe how the music sounds (mood, speed)

• Example: Fast, Exciting

• _____

List or draw images, places or events the music makes you think of.

• Example: Circus, leaves falling from tree

• _____

Describe the type of movement you would expect to see being performed to this piece of music.

• Example: Sharp, jumping, smooth

• _____

ACTIVITY FOUR: PROGRESSIVE FEEDBACK

1 = Not at all.
2 = Needs more work.
3 = Ok but not used all the time.
4 = Good, but needs more effort.
5 = Great; well done!

	PEER FEEDBACK	TEACHER FEEDBACK
EXPRESSIVE SKILLS		
Did you smile throughout the whole performance?		
Were you focussed the whole time?		
TECHNICAL SKILLS		
Did you extend and stretch all movements fully?		
Did you know the whole dance?		
Did you get the timing correct? (Musicality)		

ACTIVITY FIVE: SELF REFLECTION - HOW DID I PERFORM?

1 = Not at all.
2 = When I remembered (not much!).
3 = Some of the time.
4 = Most of the time.
5 = All the time.

	SELF FEEDBACK	TEACHER FEEDBACK
EXPRESSIVE SKILLS		
Did I smile throughout the whole performance?		
Was I focussed the whole time?		
TECHNICAL SKILLS		
Did I extend and stretch all movements fully?		
Did I remember the whole dance?		
Did I get the timing correct? (Musicality)		
SELF RATING		
On a scale of 1 -10, with 10 as the best I could possibly perform, how did you think you performed and why?		