

DANCE – ACTIONS

Quick introduction

Actions can be described as the movements the body makes. Examples of actions are travelling, jumping, turning, gestures and stillness. As young people develop they will be able to perform more complex combinations of these actions. To get started have a look at the information below and **click here** for more resources.

Getting started

WARM-UP

A 10 minute session is sufficient to get the blood flowing and the body ready. Include some aerobic activity and stretching.

MAIN SESSION

Use the below actions and their videos to start to build and progress these different moves and skills

TRAVELLING:

What is it? It is using your feet and body to move across a space. To add variety you can change the size, height, speed and strength of the step or use different parts of the foot.

- Examples of travelling moves in different dance styles:
 - Street Dance: Back Slide
 - Bollywood: Limp Step
 - Party Fitness: Running Man
 - Dance Circuits: Grapevine
- **Click here** to see videos of the above moves!

JUMPING:

What is it? It is when your body leaves and returns to the floor using the feet and legs as springs. A jump can be as small as a hop and as big as a leap.

- Example jumping moves in different dance styles:
 - Street Dance: Kris Kross
 - Bollywood: Basic Turn
 - Party Fitness: Flash Jack
 - Dance Circuits: Cross Jumps
- **Click here** to see videos of the above moves!

TURNING:

What is it? It's when you use your feet to turn the body around in a circle, half circle or quarter circle.

- Example turning moves in different dance styles:
 - Street Dance: Spin
 - Bollywood: Around the World
 - Party Fitness: The Swoosh
 - Dance Circuits: Charleston Twist
- **Click here** to see videos of the above moves!

GESTURES:

What is it? It is when you move a part or the whole of your body but not using your weight, e.g. stretching, bending and twisting.

- Example gesture moves in different dance styles:
 - Street Dance: The Wop
 - Bollywood: Turn the Lightbulbs
 - Party Fitness: Glow and Roll
 - Dance Circuits: Bicep Curls
- **Click here** to see videos of the above moves!



DANCE – ACTIONS

Getting started (continued)

Example class activities/sessions incorporating different types of ACTIONS:

You can use these activities to practice different actions and also as mini challenges to integrate a little bit of competition!

1. Children move around the space using one type of travelling action. Call jump, gesture or turn and the children respond by performing a chosen move.
2. Children stand in a circle. An action is chosen and passed around the circle one at a time. Variations can be passing/throwing the action across the circle and changing the action.

PHYSICAL ME

Some ideas of how to progress each action:

TRAVELLING

- Using different moves like creeping, swooping, scurrying, sliding, crawling, limping or shuffling; try to make your way around a room using different sizes of steps and directions. Use different parts of the feet to create interesting pathways.

JUMPING

- Using different jumps like spring, leap, pounce, skip, hop, gallop, and vault try to imagine there are puddles of water around the room that you need to try and get over or around without getting your feet wet.

TURNING

- Using three different types of turns try to perform a sequence together imagining you are skating on an ice-rink. You can rotate, spin, swirl, pivot, pirouette, spiral and whip.

GESTURES

- Try to create your own story by making hand gestures for the following: water, wind, bird, fish, moon, flower, stars and sun. Use some of these to create a story: stretch, collapse, clap, nod, wave, punch, shrug, twist, wiggle, reach, expand and crouch.

SOCIAL ME

Leading and volunteering

Encourage young people to:

- Support each other throughout the moves.
- Select their own music.
- Introduce one or two of their own moves to the performance and get them to teach each other.
- Come up with their own versions of different actions.

Think inclusively (STEP)

SPACE

- Alter the space to ensure all children have enough room to perform.

TASK

- Adapt the routine to ensure all children have the opportunity to perform to the best of their ability.

EQUIPMENT

- Vary the music or props (if applicable).

PEOPLE

- Vary the number of people in the team/group.

Health and safety

- All activity should start with an adequate warm up and cool down.
- Focus on the quality of movement and performance skill rather than technical ability.

Equipment required

- Dance requires no equipment apart from the body itself and a safe space in which to move.

TACTICAL ME

Link the actions together to create a performance and use the Dance Competition card as a framework to judge the actions. This will give young people the understanding of what they may need to work on to be able to do better.

THINKING ME

- What can I do to improve my movements?
- What can I do better to link more action movements together?
- Which movements make me work harder and get more out of breath and which are more relaxing?

SPORTING ME

Spirit of the Games:

Excellence through Competition



All routines and movements require great determination from young people both in practice and performance.



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DANCE – DYNAMICS

Quick introduction

Dynamics provide the colour and the texture of movement to a dance. The main elements to dynamics are force, speed and flow.

Getting started

WARM-UP

A 10 minute session is sufficient to get the blood flowing and the body ready. Include some aerobic activity and stretching.

MAIN SESSION

Use the below actions and their videos to start to build and progress these different moves and skills.

FORCE:

What is it? Force in dance can be applied gently or with strength.

Examples of force dynamics:

- Street Dance: Locking Points
- Bollywood: Water Arms
- Party Fitness: The Swoosh
- Dance Circuits: Swing Gallop
- **Click here** to see videos of the above moves!

SPEED:

What is it? Speed in dance can be applied slowly or quickly.

Examples of speed dynamics:

- Street Dance: Loose Legs
- Bollywood: Polka Step
- Party Fitness: Big Fish Little Fish Cardboard Box
- Dance Circuits: The Can-Can
- **Click here** to see videos of the above moves!

FLOW:

What is it? Flow in dance can be applied continuously or abruptly.

Examples of flow dynamics:

- Street Dance: Popping Waves
- Bollywood: Bollywood Head
- Party Fitness: Rave Arms
- Dance Circuits: Arm Pulses
- **Click here** to see videos of the above moves!



DANCE – DYNAMICS

Example class activities/sessions incorporating different types of DYNAMICS.

You can use these activities to practice different dynamics and also as mini challenges to integrate a little bit of competition!

1. Design a routine and perform to two different tracks, one at approx. 70bpm and one at 130bpm. This will show a variation of speed.
2. Play different styles of music so that the children can experiment with what different force and flow is most appropriate. They can range their movements dependent on the music played. For example a Bollywood track may be more continuous movements and a hip hop track more abrupt.

PHYSICAL ME

Some ideas of how to progress each dynamic:

Examples of dynamics are explosive, smooth, powerful, delicate, soft, relaxed, fluid, light, strong and energetic. As young people develop they will start to introduce rhythm to their routines in order to better express their dance.

FORCE

- Children can practice using two different parts of their body with different forces at the same time. For example gentle ripples with the right arm and strong ripples with the left.

SPEED

- Children can select a number of the dynamics that they have been practicing and experiment changing the speed at which they perform that dynamic. You can also incorporate stillness. For example the Can-Can fast, slow and with a freeze part way through.

FLOW

- Playing different types of music will enable the children to experiment with what different flow is most appropriate. They can range their movements from continuous through to abrupt dependent on the speed and beat.

SOCIAL ME

Leading and volunteering

Encourage young people to:

- Support each other throughout the moves.
- Introduce one or two of their own moves to the performance and get them to teach each other.
- Lead their own sessions.

Think inclusively (STEP)

SPACE

- Alter the space to ensure all children have enough room to perform.

TASK

- Adapt the routine to ensure all children have the opportunity to perform to the best of their ability.

EQUIPMENT

- Vary the music or props (if applicable).

PEOPLE

- Vary the number of people in the team/group.

Health and safety

- All activity should start with an adequate warm up and cool down.
- Focus on the quality of movement and performance skill rather than technical ability.

Equipment required

Dance requires no equipment apart from the body itself and a safe space in which to move.

SCHOOL GAMES

THINKING ME

- What can I do to improve my movements?
- What can I do better to link more dynamic movements together?
- Which movements make me work harder and get more out of breath and which are more relaxing?

TACTICAL ME

Link the dynamics together to create a performance, use the Dance Competition card as a framework to judge the dynamics. This will give young people the understanding of what they may need to work on to be able to do better.

SPORTING ME

Spirit of the Games: *Excellence through Competition*



Young people are able to understand the importance of their individual contribution to the performance and how they help the team to achieve the best result.

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DANCE – SPACE

Quick introduction

Space helps bring the dance to life in a way that is meaningful and can be easily understood. Things to think about are direction, formation, body shape, position and size of movement or shape.

Getting started

WARM-UP

A 10 minute session is sufficient to get the blood flowing and the body ready. Include some aerobic activity and stretching.

MAIN SESSION

Use the below actions and their videos to start to build and progress these different moves and skills.

LEVEL:

What is it? Dance can be performed at varying levels such as low, medium and high.

Examples of different types of levels:

- Street Dance: Up Rock and Down Rock
- Bollywood: Flower Box
- Party Fitness: Glow and Roll
- Dance Circuits: Frog Jump
- **Click here** to see videos of the above moves!

DIRECTIONS:

What is it? Dance can be performed in various directions such as forwards, backwards, sideways, up, down, diagonal.

Examples of directions are:

- Street Dance: Six Step
- Bollywood: Butterfly
- Party Fitness: Gangnam Style
- Dance Circuits: Rocking Horse
- **Click here** to see videos of the above moves!

FORMATIONS:

What is it? Dance can be performed in different formations such as in a line, circle, square, wedge, cluster, scattered.

Examples of different formations.

- Street Dance: 2 vs 2, 3 vs 3, a crew/ team, a cypher circle, a battle (2 groups facing each other performing one group at a time)
- Bollywood: Follow the leader Polka Step and Bollywood Arms
- Party Fitness: In a line Gangnam Style
- Dance Circuits: In a circle the Can-Can
- **Click here** to see videos of the above moves!



DANCE – SPACE

Example class activities/sessions incorporating different types of SPACE.

You can use these activities to practice different actions and also as mini challenges to integrate a little bit of competition!

1. Choose a simple routine and ask children to try and perform it in as many different formations as possible.
2. Explore using different levels and directions at the same time. Use imaginary obstacles to travel over, under, round and through.

PHYSICAL ME

Some ideas of how to progress each type of space:

LEVEL

- You can achieve different levels by just using particular parts of the body for example moving the arms low and high. You could also physically move the whole body to another level, for example standing on a block.

DIRECTIONS

- You can achieve variety by changing directions part way through a movement. It is also possible to have different people moving in different directions or allowing children to choose their own direction of travel.

FORMATION

- You can make up your own formations to suit your group and working space. You can add variety by changing the space between dancers and combining different formations with different directions. Make dances more interesting by changing formations throughout.

SOCIAL ME

Leading and volunteering

Encourage young people to:

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- Introduce one or two of their own moves to the performance and get them to teach each other.
- Lead their own sessions.

Think inclusively (STEP)

SPACE

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TASK

- Adapt the routine to ensure all children have the opportunity to perform to the best of their ability.

EQUIPMENT

- Vary the music or props (if applicable).

PEOPLE

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Health and safety

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- Focus on the quality of movement and performance skill rather than technical ability.

Equipment required

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THINKING ME

- What can I do to improve my movements?
- What can I do better to link more action movements together?
- Which movements make me work harder and get more out of breath and which are more relaxing?

TACTICAL ME

Link the actions together to create a performance, use the Dance Competition card as a framework to judge the actions. This will give young people the understanding of what they may need to work on to be able to do better.

SPORTING ME

Spirit of the Games: *Excellence through Competition*



Working together to choreograph and perform the best routine possible is important in dance. Dance is a team sport requiring collaboration and communication between young people.

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