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Glossary: 44

A list of terms to aid an understanding of dance.

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Cue cards (interchangeable).

A music CD (warm-ups plus 8 unique soundtracks to accompany the programme of study and lesson plans).

Egyptian Dance

Phase 1



Jessica, aged 7

WARM-UP

- Circles with body parts, starting at the top and working down.
- Increase the size of the movements.
- Circular step patterns, starting with very large and working towards slow controlled spins around one foot.

INTRODUCE EGYPTIAN DANCE

Discuss the lifestyle of the ancient Egyptians. What were the roles of males and females; how did they dress and how did they occupy their time?

Dance was an important part of the culture and in most cases was used to tell a story or to communicate feelings and emotions. Male dance was characterized by strong masculine movements, portraying physical work and toil. Female dance was feminine, mystical and magical, focusing on the tummy as in belly dancing today. Both male and female dancers used their arms, hands and fingers to communicate in dance.

Prayer was important to the ancient Egyptians and the symbol of prayer (palms together, fingers pointing upward) was central to many of their movements.

Introduce four basic positions:

1. Prayer position, hands in front of chest.
2. Prayer position, hands above the head.
3. Left hand in prayer position above the head, while the right arm is lowered to the right side, and the hand points to the floor.
4. As above, swap arms.

6d Express and communicate ideas and feelings.

1a/b Explore basic actions/remember and repeat.

6a Use movement imaginatively – basic skills of travel, stillness, making shape, jumping, turning and gesture.

PROGRESSION

For each position develop the movement by using small circles, e.g. prayer position 1 with hands circling towards the body. Prayer position 3, 4 with both hands circling independently.

Divide the group into pairs to share ideas and practise their circles.

DIFFERENTIATION

Some children will have the confidence to try new ideas and develop movements, but others may focus on a still shape at this stage.

DEVELOPMENT

Individually or in pairs, link the four movements in a sequence (any order). The movements may be modified or children may choose to rotate hips (girls) or stamp feet (boys) to customize the sequence.

This sequence is known as a phrase. Aim to repeat the phrase four times fluently in a sequence. One person counts to four each time to develop timing. Divide the class in half to illustrate the ideas. Remember at this stage that quality and timing still require work.

2a/b Choose actions in sequence/develop movement phrases.

WARM-UP

- Step pattern:
Step left, step right together, step left, right together, stamp right.
Step right, step left together, step right, left together, stamp left.
Same steps followed by dig with spade right, and then left instead of stamp.
- Revise the Egyptian motif.
- Using either the phrase, or a completely new sequence of four arm/hand movements, incorporate into a step pattern:
e.g. prayer position 2 with hands above the head, turn a full circle whilst wiggling the hips in small circles; or Position 3 moving left, left, right together, left, right together;
followed by: position 4 moving right, right, left together, right, left together.
- These are only suggestions; try them and work on some others (count of 8).

PROGRESSION

In groups of three or four, work on a step sequence to make the Egyptian phrase move. Try different group shapes, e.g. circle, triangle or line formations. The count is 8.

DIFFERENTIATION

Control and spatial awareness are important. Some may work on moving in space in relation to others, while others may develop clear movement patterns as a group.

DEVELOPMENT

Experiment with variation within a group in the following ways.

Direction – movement in an opposite direction, or mirroring the motif (using opposite hands).

Level – half the group standing and the other half sitting performing the same motif, or begin the motif at a low level and gradually increase the height to standing at the end.

Divide the class and allow them to perform and share ideas.

2b Vary the performance of simple movement phrases.

6c Create dances, movement patterns from different cultures.

6b Change the rhythm, speed, level and direction of movements.



Egyptian Dance

Phase 3

WARM-UP

- Have fun with step patterns, including kicks, punches and claps. Incorporate Egyptian movements into the patterns. Try follow my leader!
- Get into groups and practise the phrase (count of 4). The aim is to perform it four times through, without stopping. One person in each group can do the counting and keep the group in time.
- When happy with the static phrase, practise the movement phrase. This is a count of 8 which is repeated twice (2 x 8). Again, the two should link smoothly together.

1b Remember and repeat simple actions with increasing control and coordination.

2b Variation of performance using simple movement phrases.

THE EGYPTIAN DANCE

Listen to the CD, try to hear the difference between the two motif sections and the two movement sections.

Aim to link the static phrase with the movement phrase and back to the static phrase.

There should be a definite difference between each section, although links must be smooth.

6a Use movement in response to a musical stimulus.

PROGRESSION

There is a count in of 8.

Practise with the slow counts first, putting the order of the dance together. Gradually increase the pace of count, working towards using the CD.

DIFFERENTIATION

The simple ideas are the most effective! Encourage children to develop quality and timing with both simple and complex sequences.

There is the opportunity to cover 3a/b/c at this point. Encourage the children to discuss their performance, observe and copy others, using this to improve the quality and control of their own work.

DEVELOPMENT

When comfortable with the order and structure of the dance, ask the children to experiment with starting positions. The whole class could start in the same position (shape); individual groups may choose their own shapes; or each child could start in a different way!

Similarly, the dance finishes after the fifth movement phase with an extra echoing note. Experiment with finishing positions, individual, group or whole class!

6d Express and communicate the idea of Egyptian dance.

Simple costumes, jewelry and face paint (eye liner) will add to the authenticity of the dance. Models of pyramids and Egyptian hieroglyphics will help to build the ambiance.

Musical structure

8 beats – count in

4 x 4 beats – phrase

2 x 8 beats – movement phrase

4 x 4 beats – phrase

2 x 8 beats – movement phrase

4 x 4 beats – phrase

2 x 8 beats – movement phrase

4 x 4 beats – phrase

2 x 8 beats – movement phrase

4 x 4 beats – phrase

2 x 8 beats – movement phrase

1 beat – finishing position

... fade out.

