

# DANCE, DANCE, OTHERWISE WE ARE LOST: GROWING OUR SOULS, CLASSROOM COMMUNITIES AND JOY THROUGH MOVEMENT

Presented by Meghan Park  
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*Come dive into the elements of dance and the creative process while building your repertoire of dance and movement strategies. From silly to serious, participants will learn how dance and movement can build community, create joy and collective effervescence. Attendees will be introduced to a variety of movement activities, games, mentor texts, props and manipulatives to build their movement toolbox and inspire dance at any grade level.*

	<b>Activity</b>	<b>Materials/Music</b>	<b>Elements of Dance</b>	<b>Creative Process</b>
1.	<p><i>Warm-up: Joy and Community</i></p> <p>A) Happy: Line dance            B) Walk this way: Mirroring Partner dance</p> <ul style="list-style-type: none"> <li>- stationary/travelling</li> <li>- Switch partners on “walk this way”</li> <li>- leader/follower</li> </ul> <p>C) Footloose: Circle dance            -high five in and out or use a prop (Jack)</p>	<p><i>Happy</i> by Pharrell Williams  <i>Walk this way</i> by Aerosmith  <i>Footloose</i> by Kenny Loggins</p> <p>Coloured popsicle sticks</p>	<p><b>Body</b>            (locomotor/travelling)  <b>Energy</b></p>	<p>Challenging and Inspiring</p> <p>Imagining and Generating</p>
2.	<p>Let’s make Tacos!</p> <ul style="list-style-type: none"> <li>- Grocery store</li> <li>- Raining Tacos class dance (take ideas and incorporate)</li> </ul>	<p><i>A taste of Honey</i> by Herb Alpert  <i>Raining Tacos</i> by Perry Grip</p>	<p><b>Body</b>            (locomotor &amp; non-locomotor)  <b>Energy</b>            (Force:</p>	<p>Challenging and Inspiring</p> <p>Imagining and Generating</p>

			sustained, slow motion, bounce) <b>Time</b> (tempo, rhythm)	Exploring and Experimenting
3.	<p>Scarf Dances: Time , Energy/ Staccato &amp; Legato</p> <p><i>Syncopated Clock</i>: Energy/ Staccato &amp; Legato (Choppy movement, smooth circles, throw)</p> <p>Of Foreign Lands and People Scarf Movements: Forward, back Side to side Figure 8</p>	<p><i>Syncopated Clock</i> by Leroy Anderson</p> <p><i>Of Foreign Lands and People</i> by Shumann</p> <p>Movement Scarves or parachute</p> <p>Movement Cards &amp; Composition/ Choreography Mats</p>	<p><b>Time</b> (tempo, rhythm)</p> <p><b>Energy</b> (light, smooth/ heavy, choppy)</p>	<p>Exploring and Experimenting</p> <p>Producing preliminary work</p>
4.	<p>Elastic Dances</p> <ul style="list-style-type: none"> <li>- Groups of 3or 4</li> <li>- Improve and Explore using the elastics</li> <li>- How did the elastic affect your movements as a group? As an individual dancer?</li> </ul>	<p><i>The Swan</i> by Saint-Saens</p> <p>Giant stretchy circle elastics</p>	<p><b>Relationship</b> (dancer to dancer, dancer to object)</p>	<p>Exploring and Experimenting</p> <p>Producing preliminary work</p>
5.	<p>Group Statues: Shape shifting</p> <ul style="list-style-type: none"> <li>- 4 groups of 3</li> <li>- 4 dancers</li> <li>- Dancers move freely in the space, take a statues positions. That person becomes the new dancer. Continue until the song is over</li> </ul>	<p><i>September Song</i> by Agnes Obel</p>	<p><b>Relationship</b> (dancer to dancer, dancer to object)</p> <p><b>Body</b> (shapes and positions)</p> <p><b>Space</b> (moving through, personal space/ collective)</p>	<p>Exploring and Experimenting</p>

			space)	
6.	Umbrella Chance Dance <ul style="list-style-type: none"> <li>- Spin umbrella</li> <li>- Pick a popsicle stick</li> <li>- Create a change choreography piece</li> </ul>	Umbrella Bean Bag  Cards or Paint Chips or coloured popsicle sticks		Exploring and Experimenting  Producing preliminary work
7.	Using mentor texts in the dance classroom: Performance tasks ( See below)	Performance task cards	All	All
8.	Closing Messy and Fast Group Choreography <ul style="list-style-type: none"> <li>- Divide students into groups and give them a choreography card w/a number</li> <li>- Give each group a few minutes to create</li> <li>- Rehearse once without music</li> <li>- Repeat with music</li> </ul>	<i>Resilient</i> by Rising Appalachia  Group Cards		All

Additional Songs for creating class dances and building community

*Glorious* by Macklemore

*Inner Ninja* by Classified

*Walking on Sunshine* by Katrina and the Waves

*Faith* by Stevie Wonder

*Home* by Phillip Phillips

*Count on Me* Bruno Mars

*Pancake Robot, Breakfast Burrito* by Perry Gripp

*Don't give up on me* by Andy Grammar

*One Hand Up* by The Strumbellas

# The Elements of Dance

Ask:	WHO?	DOES WHAT?	WHERE?	WHEN?	HOW?	
Answer:	A dancer	moves	through space	and time	with energy	
B.A.S.T.E.	BODY	ACTION	SPACE	TIME	ENERGY	
<b>Concepts</b> (in bold font) with some suggestions for word lists and descriptors under each concept.	<b>Parts of the Body</b> Head, eyes, torso, shoulders, fingers, legs, feet, etc.	<b>Axial</b> <i>(in place)</i> Open ----- Close Rise ----- Sink or Fall Stretch ----- Bend Twist ----- Turn	<b>Place</b> In Place ----- Traveling	<b>Duration</b> Brief ----- Long	<b>Attack</b> Sharp ----- Smooth Sudden ----- Sustained	
	<b>Whole Body</b> Design and use of the entire body	<b>Laban Effort Actions</b> Press                  Flick Wring                  Dab Slash                  Glide Punch                  Float	<b>Size</b> Small ----- Large	<b>Level</b> High ----- Low	<b>Speed</b> Fast ----- Slow	<b>Tension</b> Tight ----- Loose
	<b>Initiation</b> Core Distal Mid-limb Body Parts	<b>Traveling</b> <i>(locomotor)</i> Crawl, creep, roll, scoot, walk, run, leap, jump, gallop, slide, hop, skip, do-si-do, chaîné turns .... and many more!  <i>This is just a starting list of movements. Many techniques have specific names for similar actions. "Sauté" is a ballet term for "jump."</i>	<b>Direction</b> Forward ----- Backward Upward ----- Downward Sideward ----- Diagonally Linear ----- Rotating	<b>Beat</b> Steady ----- Uneven	<b>Force</b> Strong ----- Gentle	
	<b>Patterns</b> Upper/lower body, homologous, contralateral, midline, etc.		<b>Pathway</b> Traveling, traced in air curved, straight, angular, zig-zag, etc.	<b>Tempo</b> Quick ----- Slow	<b>Weight</b> Heavy ----- Light <b>Strength:</b> push, horizontal, impacted <b>Lightness:</b> resist the down, initiate up <b>Resiliency:</b> rebound, even up and down	
	<b>Body Shapes</b> Symmetrical/Asymmetrical Rounded Twisted Angular Arabesque	<b>Plane</b> Sagittal (Wheel) Vertical (Door) Horizontal (Table)	<b>Accent</b> Single ----- Multiple On Beat ----- Syncopated Predictable -Unpredictable	<b>Rhythmic Pattern</b> Patterned ----- Free Metric                  Breath, 2/4, 6/8, etc                  waves, Polyrhythms                  word cues, Cross-rhythm                  event cues, Tāla                  felt time	<b>Flow</b> Bound (Controlled) --- Free	
	<b>Body Systems</b> Muscles Bones Organs Breath Balance Reflexes	<b>Focus</b> Inward ----- Outward Direct ----- Indirect	<b>Timing Relationships</b> Before After Unison Sooner Than Faster Than	<b>Energy Qualities</b> Vigorous, languid, furious, melting, droopy, wild, lightly, jerkily, sneakily, timidly, proudly, sharp, smooth, sudden, sustained etc.		
<b>Inner Self</b> Senses Perceptions Emotions Thoughts Intention Imagination	<b>Relationships</b> In Front --- Behind/Beside Over ----- Under Alone ----- Connected Near ----- Far Individual & group proximity to object					

From <https://www.elementsofdance.org/begin-here.html>

## GROUP 1

- You will enter 1st, walking in neutral
- Create a still image that captures the feeling/word “Resilient” using a variety of levels, body positions, relationships.
- Decide how you would like to enter into this image: one at a time, all together, small groups, from different corners, in a line etc.
- Rehearse
- Also practice “pulsing” in this frozen image.

## GROUP 2

- You will enter 2nd
- In pairs, create an 8 count, stationary dance phrase that captures the phrase “I am made of lightning”. You must be able to repeat this dance phrase several times. Play with tempo ( e.g. one time fast, one time slow motion)

## GROUP 3

- You will enter 3rd
- Each group member will create a solo, travelling 8 count dance phrase that captures the phrase “ I’ve got roots down deep” OR “ Make a mighty roar”.
- Consider levels, pathways, direction when creating your phrase.
- You will freeze when your phrase is complete.
- All dancers will enter “the stage”at the same time, from different areas/spots)

## Performance Task 1

Mentor Text : In Flanders Fields

Materials: Red dance Ribbons, dance cards

Music : saman by Olafur Arnalds OR Rise up by Andra Day OR Instrumental version of Lost Boy

- Read the text
- Using the dance ribbons and dance cards, create a mini-dance piece to communicate the text
- Focus on the elements of Time and Energy
- Be prepared to share

## Performance Task 2

Mentor Text: This Beautiful Day

Material: Umbrellas

Music: Keep you Dry by Juke Ross OR 3 Gymnopedies by Eric Satie

- Read the text
- Using the umbrellas and the words below from the book, create a mini-dance piece to communicate the text
- Focus on the elements of Relationship and Space
- Be prepared to share

Movement Words from the Text: Spin, Swing, Slide

### Performance Task 3

Mentor Text: *If you Hold a Seed*

Materials: Dance Scarves

Music: *The Cello Song* by the Piano Guys

- Read the text
- Using the scarves create a mini-dance piece to communicate the text
- Focus on the elements of Body and Space
- Be prepared to share

## Performance Task 4

Mentor Text: Say Zoop

Materials: Dots

Music: Vocal/Symphonic Sound accompaniment

- Read the text
- Create a sound and movement piece to communicate between 1-3 pages of the text
- Focus on the elements of Space ( pathways, directions) and Energy
- Be prepared to share

## Performance Task 5

Mentor Text: *On the Day you Begin* or *Wings*

Music: *You will be Found* from *Dear Evan Hansen* or *You Say* by Lauren Daigle

- Read the text
- Using the words inclusion/exclusion, create a mini-dance piece to communicate the text/idea
- Focus on the element Relationship
- Be prepared to share

## Performance Task 6

Mentor Text: Wave

Materials: Fabric

Music: Instrumental Beach music

- Read the text
- Using the fabric to create a mini-dance piece to communicate the text/idea
- Focus on the elements of Relationship and Body
- Be prepared to share

## **About Me**

DDM

Elementary, have taught 3-seniors

CODE Board Member

TLDSB

## **About Workshop**

- Beyond subject specific work, how have I used dance.
- Connected to the theme of this years conference . How does dance help to grow our own and students souls? Community, self-expression,issues we are passionate about, reflection of our society, seeing and creating beautiful things helps to grow our souls.
- When I was planning this workshop I was thinking a lot about the upcoming year, the political climate, and thought how important community and joy would be. How could we continue to grow that with so much uncertainty, stress and unrest?
- Today will not be your typical workshop where I present a unit or a lesson, or look specifically at each element and what that might look like. We will touch on CP and I am going to give you a buffet of my best, most successful, most joyous stuff for you to take what you need and make it your own.
- CP: Live in the messy