



Strand:	Dance
Grades:	3 & 4
Content:	45 minute broadcast + hands-on activity

## ***Dance with Heather Cameron***

### **Overview**

Using pop culture music and videos as stimuli, students will create movement vocabularies based on their artistic interpretation and personal perspective. Through demonstrations and group led improvisations, students will investigate their range of movement and explore a wider spectrum of physical quality that instills concepts such as contrast and repetition.

\* Please see pages 4-5 for a **Teacher Guided Post-Broadcast Activity**. This activity will give students the opportunity to apply what they have learned during the broadcast.

### **Artist Bio**

Heather Cameron is a professional contemporary dancer who believes that any human is capable of dance. In this program students will be lead through physical explorations that generate expressive movement.

#### **Curriculum Aims & Goals**

##### **Creative/Productive:**

Students will collectively dance and explore movement and utilize the techniques practiced with the artist.

##### **Critical/Responsive:**

Heather will demonstrate moves and techniques of dance. Students will respond by exploring their own movements and translate them into dance.

##### **Cultural/Historical:**

Heather will share exerps from FadaDance’s original work, “Woolgathering”, as well as show the work of Sigur Ross Valtari.

#### **Pre-Broadcast Preparation**

You will be moving and dancing during the broadcast. Please make space in your classroom for students to have space to freely move.

#### **Post-Broadcast Resources**

Follow the digital hyperlinks provided in this guide to activate music for activities

## **Broadcast Program (45 min)**

### **Artist Presentation 1: (5 min)**

- Artist Bio

### **On-Air Activity 1: (5min)**

- WARM UP encourages students to take ownership of their own physicality and personal style of movement.
  - Copy Cat Stretch
  - Bone Articulation, circles
  - Dust off, finger flick & wake up tap [wash off with rain], 3 sounds, shake down

### **On-Air Activity 2: (5min)**

- Popcorn dance

### **Artist Presentation 2: (3min)**

- Video performance, Woolgathering

### **On-Air Activity 3: (11min)**

- Paintbrush activity – different strokes/qualities, using shapes in photo
- Create off images – find movement inspiration from literal representation of pic
- Build something together - I teach a phrase using this vocabulary

### **Artist Presentation 3: (3 min)**

- Sigur Ross's Valtari Music Video

### **On-Air Activity 3: (10min)**

- Floor shaping - floor & body part connections (gym class vs dance class)
  - Highlight variety of responses
- Do an example of linking 4 floor shapes
- Students set 4:
  - 2 Hands & 1 Foot
  - Back
  - 1 Hand & 1 Foot
  - 1 Knee & 1 Foot & 1 Hand
- Students link them
- Share a student demo

### **Artist Conclusion: Q & A (5min)**

- Thank-you. Great job.
- Coming up next you will have a special session doing dance activities with your teacher! Make sure you take all the great skills you learned here into the classroom with you.

## **Saskatchewan Curriculum Outcomes:**

CP3.1 Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.

CP3.2 Create dance phrases and sequences that demonstrate an understanding of the elements of dance including:

- actions (five basic jumps)
- body (zones and areas)
- dynamics (extremes of speed, duration, varying forces)
- relationships (range)
- space (create and recall combinations of pathways and directions).

CP4.1 Create dance compositions that express ideas about Saskatchewan using collaborative inquiry and movement problem solving

CP4.2 Express ideas using the elements of dance including:

- actions (expand basic dance steps such as schottische, polka, grapevine, and step hop)
- body (body parts leading movements)
- dynamics (duration, speed, and force continuum)
- relationships (alone, partner, small groups)
- space (asymmetrical and symmetrical shapes, creating and recalling pathways).

### **Materials and Resources**

- Please make space in your classroom for students to move around and dance.
- Music links are posted in this document

## Teacher Guided Post-Broadcast Activity (30min-1 Hour)

**Goal:** This post broadcast activity is designed to give teachers a tool bag of accessible dance activities that anyone can lead – regardless of their dance experience. The following activities are classics for a reason – they build a strong movement skill set and kids have fun doing them. Although they are structured activities, creative liberties are always encouraged!

### Skill Sets Developed:

- Breaking familiar physical habits and challenging the body to move differently.
- Teaching new perspectives of what dance can be.
- Allows students to take on both roles of being a “leader” and a “follower” and places value and importance in each role.
- Encourages strong listening skills.
- Encourages learning from experimentation and by trial and error.
- All movements used are improvised allowing for individuality in movement and creative expression.
- Body/Brain connection is made. Students need to multi task and test their memory.

### Lesson Plan:

Follow the exercises in this order. They are strategically placed so that the base skills acquired in the earlier exercises can be applied and practiced throughout the session.

#### 1. Sculptural “Red light/Green light”

This activity is the same concept as “red light/green light.” The variation is that when the teacher turns around they list off the body parts that need to be in contact with the floor (only these body parts can touch the ground). The goal is to produce dynamic and challenging shapes. The students will be familiar with this from the Live Broadcast session. If a student wobbles, falls or moves they are sent back to the start.

It is also possible to give the students the opportunity to be the body part “caller.” As an added variation teachers can also choose how the students should travel when their back is turned. My default is a “tip toe creep” so that they don’t move to quickly – it prolongs each round. I tell them I will turn around if I hear a single noise...

#### 2. Human Clay

In this activity students partner up and one person is the “clay” while the other person is the “artist.” Using a gentle touch the artists position and move the clay’s body to create different shapes. Explore both larger movements (bending their clay at the hips) and smaller details (fingers, eyes, etc).

There is no talking during this activity. Encourage the students to experiment and learn by trial and error.

Switch roles half way through.

This can be done in silence or to a song like “Penty Harmonium” by Aphex Twin.

<https://www.youtube.com/watch?v=d0vu-W0CvFs>

### **3. Human Puppet**

This is a great follow up to Human Clay. This time one partner will manipulate the other without touching, talking or physically demonstrating what they want them to do. They pretend that the only way to move their “puppet” is by pulling invisible strings that are attached to the puppets body. Strings can also be cut...

Switch roles half way through.

This can be done in silence or to a song like “Unicorn” by Four Tet.

<https://www.youtube.com/watch?v=12fzoLlyBWM>

### **4. Human Mirror**

Classic dance exercise with a twist! Students are face to face with a partner and explore stationary movement in unison. One person is the leader and the other is the “mirror.” The goal is for the movement to happen in unison – not as an echo. Encourage slow movement and eye contact.

Switch roles half way through.

As a fun bonus do “Trick Mirror.” In this variation students secretly pick who is the leader/mirror and try to trick the teacher/viewer. Viewers can watch and try to guess afterwards who was the leader and who was the mirror.

Try to a song like “Fool in Rain” by Pivot. <https://www.youtube.com/watch?v=uRbnhuJA570>

### **5. Flocking**

In this exercise students explore dancing in unison as they travel through the room. In groups of 3 students create a triangle, like a flock of birds. The dancer at the front of the flock is the leader and the other 2 dancers copy their movement. Like Human Mirror, encourage slow and repetitive movement.

As an extra focus, challenge the dancers to maintain their tight triangle formation.

Try to a song like “Cirrus” by Bonobo. <https://vimeo.com/58115286>

## 6. Action Cannon

Have all the students stand in a circle. Pick one leader to start (good to have the teacher go first). As a warm up, the leader does a repetitive action (i.e. fists punching in the air) and everyone follows it. The leader continues to switch the action and the group follows. Essentially, this is Human Mirror with a large group.

The challenge is to then ask the followers to always be one action behind the leader. (i.e. they would not start “fists punching the air” until the leader moved onto a new action.) This is called doing movement in cannon – much like a musical round.

The dancers now have 2 jobs – executing their action in unison with their group and keeping an eye on the leader to learn what their next move will be. This is fantastic brain/body work and is generally challenging at first. Have the leaders keep things simple when you are getting started.

This can be done in silence or try to a song like “Delorean Drums” by Todd Terje.  
<https://www.youtube.com/watch?v=PAJgYk52m7U>

Beats are available by clicking on the https:// links in this document.