

# TOP Dance: Communication...

## Read All About It

Topic, theme or idea  
**Newspaper and magazine headlines**

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### Stimuli

- Provide range of headlines
- Deadly earthquake rocks Japan
- Volcanic ash cloud travel disruption
- Man on the moon

### Word bank

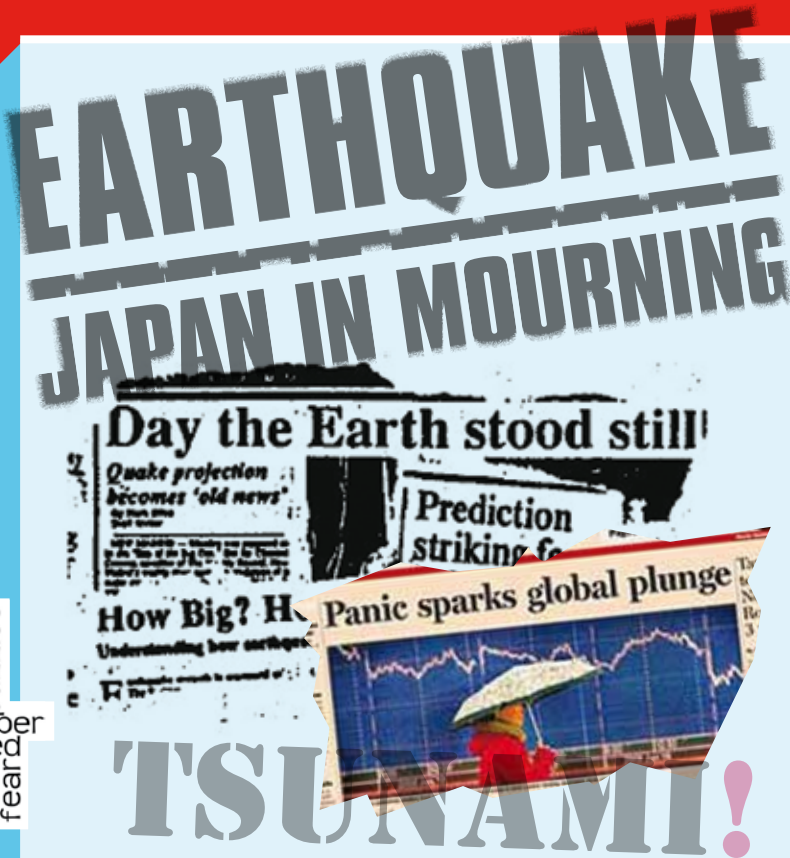
disaster shocked comics weather shock confusion stories puzzles  
headline history trivia sadness horror run hide fear  
books

### Select a focus

Earthquakes

### Choose movement words

Fear, shock, run, hide, shelter, confusion, sadness, scared, frightened, high or low looking.



### Develop movement vocabulary and motifs

- Explore ways of travelling to demonstrate erratic emotions of panic and being scared to portray the first signs of earthquake, as it rumbles, takes hold, during and the aftermath.
- Select and repeat 2/3 travelling actions.
- Refine these actions by varying the speed and direction. How are emotions being expressed?
- Explore in pairs, ways of sheltering and protecting – mirroring and copying body shapes.
- Let children imagine they are searching for lost loved ones and possessions. What actions would they use? Looking, moving cautiously, reaching using levels and directions. Choose two to add to the travelling directions. Practise and repeat.

### Create a movement phrase

- Combining travelling, sheltering and protecting, and searching motifs.

### Developing the movement phase into a dance using STEP

- S** From performing motif in own personal space—explore ways of using contact to display chaos and confusion as earthquake is happening – ensuring pathway and actions are accurately repeated
- T** Explore ways of holding, carrying and linking to develop sheltering and protecting motif.
- E** Use percussion to indicate the stages of the earthquake. Pictures of devastation after earthquake to help raise awareness of range of emotions and feelings.
- P** Work as a class to combine a simple travel meet and support motif to demonstrate rebuilding after a disaster.

**QUAKE  
THREAT TO  
NUCLEAR  
PLANT**



**AFTERSHOCK**

## Skills

## Example

### Thinking Me

Explore	Examine	Which ways of travelling demonstrated a real sense of chaos and being scared?
Compose	Make judgements	How did you decide which variations of direction to use and why?
Perform	Compare	Describe the difference between performing with and without musical accompaniment.

### Social Me

Explore	Assist	How can you help others to improve?
Compose	Ask for help	What are the benefits of asking someone for help or advice?
Perform	Aware of others	When moving to meet your partner, why might you need to alter the pathway pattern?




### Healthy Me

Explore	Identifying emotions	Describe or show the types of gestures show the feelings and moods in the dance?
Compose	Stay safe	Why do you need to ensure your partner is ready?
Perform	Understand the effect of different movements	Which muscles do you use when holding and supporting in partner work?

### Physical Me

Explore	Spatial awareness	What and who do you need to consider when dancing in 'general space'?
Compose	Co-ordination	Describe how you have effectively combined travelling at different levels and speeds.
Perform	Improve fluency	How can you improve the way motifs link together?

### Resources

-  <http://www.sounddogs.com/subcategories.asp?Type=2&CategoryID=2012> – royalty-free downloadable music relating to emotions
-  Documentaries and news programmes of headline events
-  Newspaper articles and pictures

### Learning connections

Headline stories on:

- ▶ landslides
- ▶ 9/11
- ▶ volcanic ash cloud
- ▶ war zones
- ▶ famine
- ▶ tsunami
- ▶ sporting events
- ▶ elections.

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