

TOP Dance: Essentially **EQUIPMENT**

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All stimuli give young people the desire to respond imaginatively and creatively within a structured framework and given context.



"Music enhances the art not directs it." JM Autard – The Art of Dance.

Examples

- ▶ VOICE: chants, eg: marches, religious, spiritual, whispers, ways of speaking, rap – words and body percussion.
- ▶ PERCUSSION: drums, tambours, bells.
- ▶ NOISE: sounds of the different environments.
- ▶ TIMBRE: use qualities of music, e.g. Carnival of the Animals.
- ▶ STRUCTURE: support form and composition of dance, e.g. unison and canon.
- ▶ LYRICS: using words for ideas, characters, moods and structure, eg: verse, chorus, round.
- ▶ STYLES: associated dances in relation to historical, social and cultural contexts.



Visual images

PHOTOGRAPHS, PAINTINGS, POSTERS: used as a setting/context, or an historical event.
SCULPTURE: spatial design line and form, e.g. the smooth simplistic lines of the sculptor Henry Moore's work.
ARCHITECTURE: designs influencing ideas, e.g. spiral staircase, labyrinth, futuristic.
SIGNS AND SYMBOLS: communicating using non verbal greeting and gestures in different cultures. Sign language and hand gestures for story telling, e.g. Muslims. Mathematical symbols and signs, codes and letters.
NUMBERS : dice games, card games, measurement.
SHAPES: patterns in nature, e.g. cobwebs; in art, e.g. Aztecs; in maths, e.g. tessellations, tangrams.



Clips

TV, film, advertisements, trailers, musicals, YouTube, professional works, nature programmes. To illustrate styles of dance, stimulate discussion and ideas, tell stories about different lifestyles and cultures.



Clips

Works by professional artist e.g. Ghost Dance – Christopher Bruce.
Still Life at the Penguin Café.
Musical productions, e.g. West Side Story, Cats.
OR invite a professional artist/company to your school to initiate a piece of project work.



"Language is a fertile ground for the selection of ideas"
R Sheaves 1991

- ▶ BOOKS: fiction and non fiction.
- ▶ PLAYS: e.g. witches from Shakespeare's Macbeth, different characters, comedy, tragedy, historical.
- ▶ RECIPES: cooking sequences: bubble rise simmer. Consistency and mixing of ingredients – slippery oil fluffy flour, knead, whip, stir.
- ▶ INSTRUCTIONS: following and responding to instructions/commands, e.g. safety on an aeroplane.
- ▶ NEWSPAPERS: headlines, adverts, political issues, money stories, sport, star signs, weather, finance.
- ▶ LYRICS: using words for ideas , characters, moods and structure.
- ▶ POEMS/RHYMES: use storyline, actions verses for sections of dance.
- ▶ MAPS: ordnance survey, e.g. exploration of land, contours, symbols and signs.



All other categories of equipment/stumuli listed on this card can be considered props. The list of props that can be used as a starting point, focus or used within a dance is endless . . . costumes/ clothes, toys, walking stick, pebbles, shells, twigs, light effects, toys, different materials, ribbons, balloons and dice.



The worldwide web makes developing an initial idea so easy and quick being able to research and access music, video, literature, visual images, as a result of clicking a few buttons!