

TOP Dance: The language of dance developed through the **STEP** framework



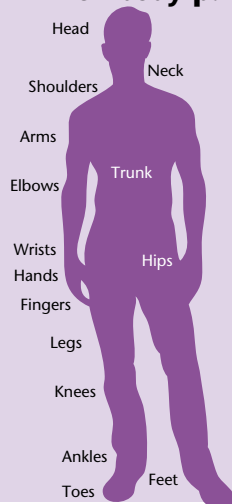
Helping to modify, adapt and develop movement so all young people can achieve and have fun dancing

- Specifically **SPACE** Where in space can I move?
- Technically **TASK** Which body parts and what can they do? How can I perform the movements?
- Essentially **EQUIPMENT** What equipment or resource/s are being used?
- Particularly **PEOPLE** With whom do I dance?

Specifically **SPACE**

- ▶ **DIRECTIONS**
Examples - upwards
- downwards
- forwards
- backwards
- ▶ **PATHWAYS**
Examples - straight lines
- curved
- spiral
- zigzag
- ▶ **BODY SHAPE and SIZE**
Examples - stretched
- twisted
- large
- small
- ▶ **LEVELS**
Examples - high
- medium
- low
- ▶ **IN PLACES**
Examples - personal space
- general
- funnels
- distance travelled

Which body part?



ACTIONS

- ▶ **TRAVELLING** run, creep, crawl, slide
- ▶ **TURN** spin, roll rotate, pivot
- ▶ **GESTURE** shrug, nod, point, wave (no weight transference)
- ▶ **STILLNESS** pause, suspend, hold balance
- ▶ **JUMPING** five types – depending when the feet leave the ground and land: 1-1 same to same foot, 1-1, one to the other foot, 2-2, 2-1 1-2 hop, leap, spring, skip

Technically **TASK**

DYNAMICS

- ▶ **SPEED** (time) fast, slow
gradually increase/decrease
hurried
leisurely
 - ▶ **WEIGHT** (energy) strong/powerful
light/gentle/delicate
controlled and steady
wild and free
 - ▶ **FLOW** (continuity) Stoppable, free-flowing
Rhythmical, sharp, sudden
- Combinations of dynamics when performing an action/s, e.g. slow and strong, fast and light.**

Essentially **EQUIPMENT**



Music



DVD



Written word



Visual



Professional works/artists



Props



www.

Particularly **PEOPLE**

- ▶ Self, partner, small group, whole class
- ▶ Role, characters, style
- ▶ Relationship: mirror, canon, shadow, lead, follow, formations
- ▶ With props: fabrics, chairs, hats, light effects

Skills

Example

Thinking Me

Explore	Decision making	How did you decide which movements to use?
Compose	Problem solving	How did you make sure the movements linked together?
Perform	Peer evaluation	Which parts of the dance can your partner change to improve their performance and how?

Social Me

Explore	Communicate	How do you know your groups movements are being performed accurately?
Compose	Respond appropriately	If you disagree with suggestions, how will you respond and why?
Perform	Listening	Why is it important to listen to another person's view and ideas?

Healthy Me

Explore	Enthusiasm	Describe which movements do you like performing?
Compose	Confidence	How have you made turning and rotating movements look like wheels and cogs of a machine?
Perform	Understand the importance of a warm up	Which warm-up activities have helped your performance and of a warm-up why?

Physical Me

Explore	Agility	What different types of travelling actions have you tried to show words as movements?
Compose	Developing strength	Which parts of the body will need to be strong to be able to hold a still and balanced position in the dance?
Perform	Perform with a partner	What helps you perform a cannon action?

Resources

- DVD:** Clips from Dr Who, Charlie and the Chocolate Factory
- Music:** <http://www.findsounds.com/ISAPI/search.dll> - sound effects
 Afrika Shox - Leftfield
 Dael - Autechre
 Basement Jaxx - Audi A7 advert 2011
 Steam Machine - Daft Punk
- Visual:** <http://www.google.co.uk/search?picuresofmachineparts> – machine parts
 See **MATALAN TOP Dance Resource sheet**

Learning connections

- History**
 Development of machines past and present
- DT/Art**
 Designing and making a machine
- Literacy**
 Invent and describe a useful machine.
 What would it look like?
 What can it do?
 How does it work?

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