

CHANCE DANCE

This unit introduces chance as an approach to composition. Individual, partner and group tasks are based on the main ingredients of dance, and children are introduced to the technique of contact and weight taking. Who knows what the outcome will be?

Specific Learning Outcomes

- Link actions and remember phrases and dances.
- Lead warm-up activities in groups.
- Discuss and share ideas in pairs, in groups and with the class.

Stimulus

Chance as an approach to composition.

Resources



List of actions (0 to 9) on whiteboard (see the Resources folder in this web resource), pack of cards, dice, list of 6 contact and weight-taking actions (see the Resources folder in this web resource).

Accompaniment

Lively instrumental music with a regular pulse.

Content

- Range of basic actions
- Sequencing actions
- Relationships including contact work, counterpoint, unison and canon

Assessment

- Each task requires viewing, discussion and critical appraisal.
- There are opportunities for one-to-one, pair-to-pair, and group-to-group evaluation.
- Videotape final dance and self-evaluate against learning outcomes.

Curriculum Links

- Maths: Number, sequence and order
- Music: Chance approach to composition

Options

The chance approach could be used to support different dance topics (e.g., by using action words from a poem) printed on cards for children to select randomly.

Possible Unit Structure

- Lesson 1: Solo task; view in groups; practise and perform as a whole class without prompts; work on counterpoint duos.
- Lesson 2: Recap solos and counterpoint duos; evaluate; begin group tasks.
- Lesson 3: Recap solos and duos; complete group tasks and evaluate.
- Lesson 4: Work on contact duos; recap all sections; decide the structure.
- Lesson 5: Videotape and evaluate.

Possible Dance Structure

- Perform individual phrases, facing different ways and starting at different times.
- Perform individual phrases but with partners (counterpoint). Divide space into 4 quarters and perform one quarter at a time.
- Perform unison phrases in groups of 4 (one or two groups at a time).
- Split into pairs and perform contact phrases to leave the space.

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CHANCE DANCE *(continued)***Warm-up**

- Children could devise their own warm-up (use the Mix and Match ideas in warm-ups; see Warm-ups folder in this web resource). Pairs could devise a short phrase for mobility, pulse raising or stretching and then combine these in groups of 6 to make a complete warm-up

Tasks	Teaching Points
Introduction: Look at list of actions. Discuss and explore possibilities for each.	
Solo: <ul style="list-style-type: none"> Use the first 3 numbers of a 6-digit phone number (or date of birth) to decide the first phrase of movement. Practise and refine the phrase of 3 actions. Return to the chart and look at the next 3 numbers or actions. Explore these and combine to create a 6-action phrase. Consider dynamic contrast and spatial design (directions, levels, floor pattern). Each child chooses a playing card. The suit decides which way they face to perform the phrase (i.e., clubs face front, diamonds face left, hearts face back, spades face right). The number on the card decides who starts first (ace is low so is first to go). View in random groups and evaluate the effectiveness of chance. Practise so they can perform it without prompts as a whole class. 	<p>This is a problem-solving task. Children have to sort out transitions and accept possible repetition. Emphasise simplicity, clarity and energy. Keep it fairly pedestrian. No fancy moves!</p> <p>Reduce the total number of actions to 3 or 4 for children who find it hard to remember 6.</p> <p>Call out numbers in order for performance (leave at least 4 beats between each). Emphasise clear starting and finishing positions. Look for interesting moments.</p>
Duos: <ul style="list-style-type: none"> Draw cards in pairs to decide partner. Perform individual phrases simultaneously. (This is counterpoint; see Relationships in chapter 4.) Look for interesting relationships such as action and reaction; over, under, through; contact. Pair-to-pair evaluation for effectiveness and advice for improvement. 	<p>Ensure you have the right number of paired cards in the pack for this task.</p> <p>Model the task with one pair first.</p> <p>This will require some discussion and fine-tuning.</p>
Groups: Pairs combine to make groups of 4. Each person contributes 1 or 2 actions from their solo phrase to make a group unison phrase. The group rehearses and refines the phrase to achieve effective unison. They could then introduce other compositional devices such as canon, action and reaction or accumulation (see chapter 4).	<p>Use one group to model possible compositional devices.</p>

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CHANCE DANCE *(continued)*

Tasks	Teaching Points
Contact duos: <ul style="list-style-type: none"> • Return to pairs and explore different types of contact. • Each pair rolls a die 4 times to decide which weight-taking moves will be used in a phrase. Explore ideas and link moves fluidly. • Develop the contact phrases so that they travel (i.e., use each other's weight) to move across the space in one direction. Demonstrate effective phrases. 	<p>List all 6 types of contact on the whiteboard: <i>countertension (pull)</i>; <i>counterbalance (push)</i>; <i>lean or fall and catch</i>; <i>lift</i>; <i>assisted jump</i>; <i>turn or roll each other</i>. For safety tips see chapter 5.</p>
<ul style="list-style-type: none"> • Plan as a class how to link together the solo, duo and group dances to create an interesting and exciting class dance. • Videotape and assess individual achievement. 	<p>Consider transitions.</p> <p>Use the specific learning outcomes.</p>