A guide to teaching primary school dance
By the end of primary school pupils should be able to:

• Lead warm up activities
• Perform various styles with control/fluency
• Dance confidently and expressively
• Work creatively & imaginatively to create solos, duos and group dances.
• Describe & reflect on dance performances
• Talk about dance with understanding
• Recognize the health benefits
Benefits

- **Artistic**: unique form of communication & expression, creative thought & action.
- **Physical**: develops co-ordination, control, strength, stamina, mobility & flexibility.
- **Personal**: self confidence, independent creative learning.
- **Social**: physical & emotional trust, lead & be led, share creative ideas.
Midway model in education

- The midway model established a framework for progression through school. The 3 processes below formed the core around which lessons & the dance curriculum was structured.
  - Performance
  - Composition
  - Appreciation
Composition

• Stimulus – story, pictures, objects, poems, songs, cartoons.
• Explore, imagine & improvise
• Select movement – refine to make motif
• Link motifs – build phrases alone and with others
• Shape the dance – beginning, middle and end
Performance

• Technical skills; balance, control, extension, stamina, strength.
• Movement memory; ability to copy, repeat and remember.
• Expressive skills; focus, projection, musicality, style of dance, sensitivity to others.
• Presenting; final performance to be observed.
Movement Analysis applied to the dance

**ACTIONS**
(What your body can do)
- Travel – walk, run, roll, slide, skip, swerve, glide, float etc
- Turn – spin, whirl, coil, revolve, rotate, twist etc
- Jump – hop, bounce, leap, skip, spring, pop.
- Gesture – nod, wave, point, jab, bow, salute, shake.
- Stillness – hover, settle, freeze, balance, hesitate.

**DYNAMICS**
(How your body can move)
- **Speed** – fast, slow, suddenly, radidly, accelerating, getting faster or slower.
- **Energy** – strong and powerful, light and gentle, wild and free, controlled and steady, rhythmical.
SPACE (Where the body can go)
- Size
- Shape
- Levels
- Pathways
- Directions
- Proximity
- Group shapes

RELATIONSHIPS (Who to dance with)
- With the teacher
- Solo
- With a partner
- In a group
- Whole class
- With props