Body Shape and Awareness

Equipment

> Dance chart available from **www.tki.org.nz/r/arts/dance/index_e.html**

> Music

Achievement objectives

> Identify and explore through movement the dance elements of body awareness, space, time, energy and relationships. (Practical Knowledge Level 3)

Learning outcomes

> Explore body parts, body shapes and body bases.

> Use dance language appropriately to describe movement associated with body awareness.

Suggested assessment

> Observe and question the students. Possible questions:

– What vocabulary would you use to describe shapes?

– Why do you think that word fits with the shape?

– What shape might you make to go with the word connected?

> Can students come up with their own ideas for activities that use the elements of dance to explore body parts and shapes? For example, they could move freely in the space, leading with one body part such as their elbow (as if being pulled by an imaginary string attached to that body part).

Notes

> The Ministry of Education developed eight large wall charts (four at Level 1–6 and four at Level 7–10) to support teaching dance in primary schools as described in *The Arts in the New Zealand Curriculum*. **Charts can be downloaded from www.tki.org.nz/r/arts/dance/index_e.html**.

> TKI has many other useful resources for dance and physical activity.

> This activity is adapted from **www.tki.org.nz/r/arts/dance/pk_1-6_e.html**

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Teaching and learning

Warm up

Body to body: An odd number of participants is required for this exercise.

> Designate one student as caller. Other students form pairs.

> Caller announces two body parts and the paired students make an interesting shape with both body parts connected. For example:

  – hand to foot

  – left shoulder to left shoulder

  – ringa ringa to taringa.

> When 'body to body' is called, everyone finds a new partner. The remaining student becomes the new caller.

Exploring

Body part hoops: Place several hoops around the room.

> Dance freely in general space.

> Teacher calls an instruction about the hoops to which students react spontaneously. For example, 'seven hands in a hoop'.

Body base

> Students move to music.

> When music stops, teacher calls a number of body bases for students to connect to the floor. For example, make a shape using three body bases such as one foot and two hands.

> Try this in pairs.

Dance making (body shape)

> Students explore body shapes individually. For example, twisted, curled or angular.

> Make shapes with a partner:

  – A twisted shape with both partners on different levels.

  – A shape with one partner curved and the other angular.

  – A shape with one partner stretched and the other curled.

  – A shape with both partners symmetrical.

  – A shape with both partners connected but on different levels.

> Combine with others to create group landmarks or objects. For example:

  – Sky Tower

  – Eiffel Tower

  – waka

  – Auckland Harbour Bridge.

> Pairs create a dance sequence using two, three or four shapes depending on age. Students travel in an interesting way to a different space to make each shape or use interesting transitions such as moving in a circle before starting the next shape.

Interpretation and discussion

> One pair freezes in one of their shapes. Other students can:

  – copy the shape

  – describe the shape

  – identify the shape using dance language

  – evaluate its effectiveness.

Ways to adapt

> Students could work on body awareness through locomotor and non-locomotor movements. For example, move in a locomotor way (machine walking in a circle, smooth movements along a zigzag path) and when the music stops freeze and explore a non-locomotor movement such as jabbing the personal space about them, clapping from high to low around their bodies.

> Use traditional stories, such as *Hatupatu and the Birdwoman* by Joy Cowley, and have students move or make shapes that represent an action by a character in the book.

What next?

> See more examples of the Dance Wall Chart Teacher Support Materials at www.tki.org.nz/r/arts/ dance/index_e.html