

DANCE

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CREATING A DANCE MOTIF

A motif is the main, often recurring theme or element in a movement sequence.

When creating a dance motif always consider:

ACTION

SPACE

DYNAMICS

RELATIONSHIPS

Motifs can be created through the use of 5 basic actions:

1

TRAVELLING

Includes stepping, transferring body weight and sliding.



2

JUMPING

There are various ways of jumping: 2 feet to 2 feet, 2 feet to 1 foot etc.



3

TURNS

1/4, 1/2, 1/3 or full turns. Turns can be performed as a jump.



4

GESTURES

A body movement that portrays a concept or mood.



5

STILLNESS

A motionless pose during the dance sequence.



All of the above actions can be repeated and varied using different levels, speeds, dynamics and body parts.

A dance phrase is made by developing and combining motifs.

REMEMBER

To add to the effect of the finished dance, incorporate appropriate and complementary Accompaniment, Set, Props & Lighting and Costumes.

DANCE DICTIONARY



DEVELOPING A DANCE



• Colourful and informative

• Curriculum based content

• Reinforces key concepts

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DANCE DICTIONARY

| | | | |
|--|------------|--|--|
| ABA FORM A development of an opening, a development of an opening, a finishing exactly similar to and in the reverse to the opening theme. | ABA | ACCOMMODATION The movement of dancers to ready parts as opposed to unready-body movement. | |
| ADAPTIVE DANCE The ability to control the body while moving or holding static positions. | | ADJUSTMENT A preliminary action that enables facing and unobscuring following a leader's movements. | |
| BOUND FLOW Controlled movements that can easily be substituted or held. | | ADJUST The body often reacting to an incident in a movement or sequence. | |
| CADRE A movement or theme repeated by two or more dancers at different times. | | PHASE A unit of time or space linked together. | |
| CHANGES Making the same movement on your partner or group. | | QUESTION & ANSWER A dancer performs a movement and a second dancer replies. This can be performed in groups. | |
| EXERCISE The exercises which a dance is performed. | | RESILIENCE Safe preparation and necessary in jumps, lifts and low work. | |
| FLOW PATTERNS The path followed by the participants during a dance. | | TRANSITION The link from one movement or motif to another. | |
| FREE FLOW Relaxed movements that are not easily fixed. | | UNISON Movements that are performed simultaneously. They can be performed in groups. | |

Dance Dictionary
Paper - **DAN001** Laminated - **DAN001L**

STYLES OF DANCE

| | |
|--|---|
| | BALLET Based in a formal, classical dance that originated in the Italian Renaissance period and was developed further in France and Russia. Ballet includes classical and modern styles and graceful movements. It also includes character dances, large amounts of footwork and movement on the floor. Dance styles include Marie Antoinette, French Baroque and Royal Ballets. |
| | Ballroom Ballroom dancing is a social dance, a collection of partner dances, where one partner leads and the other follows. Types of ballroom dance include the Foxtrot, Minuet, Cha-Cha, Waltz, Foxtrot and Swing. All the dance have their own individual character. |
| | Contemporary Contemporary dance is a combination of modern and post-modern techniques. It is an expressive form of dance that emphasizes the use of the body, floor, and space. It is a form of dance that is constantly evolving and changing. |
| | Jazz Originating in the 1920s, jazz dance is a style of dance that is characterized by its rhythmic and syncopated movements. It is a form of dance that is constantly evolving and changing. |
| | Modern Developed in the early 20th century, modern dance broke away from traditional ballet, allowing for more freedom of movement and expression. It is a form of dance that is constantly evolving and changing. |
| | Street Dance Street dance is a collection of dance styles that are performed in public spaces. It is a form of dance that is constantly evolving and changing. |
| | Hip Hop Hip hop is a form of American popular dance that was developed in the 1970s. It is a form of dance that is constantly evolving and changing. |

Styles of Dance
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ACTION WORDS

Action words are often used as a stimulus or starting point for a movement sequence.

Some examples of ACTION WORDS are:

| | | | |
|----------------|---------------|---------------|--------------|
| | | | |
| SLIDE | FREEZE | SHRINK | STAMP |
| | | | |
| ROBOTIC | POUNCE | CRAWL | GROW |
| | | | |
| EXPLODE | FLOAT | SPIRAL | ROLL |

Action words can be applied to the basic movements in dance to vary and refine them, for example - TRAVEL.

Action Words
Paper - **DAN003** Laminated - **DAN003L**

DANCE STIMULI

A stimulus is the starting point, idea or concept that begins the creation of a dance. The stimulus can come from many different sources.

| | |
|--|--|
| | AUDITORY STIMULI A dance/movement can be structured on musical form, shape, style or the atmosphere it creates. When choosing music, consider a variety of styles that have rhythms and tempos that match the dance. Musical lyrics can inspire a dance and action words can be derived from lyrics, for example, touch, reach, fall etc. Poetry is another form of auditory stimulus. |
| | IDEATIONAL STIMULI Ideational stimuli are out of ideas we have, including movies, television programmes, relationships, emotions and feelings. Themes such as conflict, anger and love can also be expressed through the medium of dance. For example, the feelings involved with being lost and then found can be performed in a dance. |
| | KINAEASTHETIC STIMULI Movement itself is often used as an inspiration for a dance. The stimuli may arise from single movements such as jumps and falls or a form associated with movement such as explode or rise. Kinesthetic stimuli also include sports style dance which involves inspiring movements from sport through the medium of dance. |
| | VISUAL STIMULI Pictures, objects, shapes and landscapes are all visual stimuli that can prompt an idea for a dance. Dancers can create movements based upon the shape of an object or scene, whilst physical appearance, lines, features and colour can also determine the movement and the mood of the dance. The idea or inspiration for a dance can come from more than one stimulus. |

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CREATING A DANCE MOTIF

A motif is the main, often recurring, theme or element in a movement sequence.

When creating a dance motif always consider:

- ACTION**
- SPACE**
- DYNAMICS**
- RELATIONSHIPS**

Motifs can be created through the use of **5** basic actions:

- 1 TRAVELLING**
Includes stepping, transferring body weight and sliding.
- 2 JUMPING**
There are various ways of jumping: 2 feet to 2 feet, 2 feet to 1 foot etc.
- 3 TURNS**
1/4, 1/2, 3/4 or full turns. Turns can be performed as a jump.
- 4 GESTURES**
A body movement that portrays a concept or mood.
- 5 STILLNESS**
A motionless pose during the dance sequence.

All of the above actions can be repeated and varied using different levels, speeds, dynamics and body parts.

A dance phrase is made by developing and combining motifs.

REMEMBER!
To add to the effect of the finished dance, incorporate appropriate and complementary Accompaniment, Set, Props & Lighting and Costumes.

Creating a Dance Motif
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DEVELOPING A DANCE

When developing a dance it is important to consider how Dynamics, Relationships and Space can be used to make your dance more effective.

DYNAMICS
How you move.

- EFFORT**
Vary the effort during your dance using strong and light movements.
- TIME**
Use contrasting speeds to make your dance more effective, e.g. fast and slow.
- FLOW**
Use both free and bound movements during your dance.

RELATIONSHIP
With whom or with what the dance will be performed.

- ALONE**
Perform alone with props and/or accompaniment.
- DUO**
Perform with a partner, including lifts, mirroring, copying etc.
- GROUPS**
Perform as a group using a variety of movements, formations, and formations.

SPACE
How you use the performing space.

- PERSONAL SPACE**
The area a dancer can reach without leaving the space.
- GENERAL SPACE**
How you use the space around you.
- DIRECTION / LEVELS**
The levels and direction in which you perform.

Developing a Dance
Paper - **DAN006** Laminated - **DAN006L**

FORMATIONS IN DANCE

The way a group of dancers are positioned when they perform is called formation. It is the shape they form.

- CIRCLE**
The circle is one of the oldest known dance formations. It is often used to express togetherness and protection.
- SQUARE**
The square is a block formation. The sharp angles give this formation strength.
- TRIANGLE**
Often used as a travelling formation, a triangle can create a strong, powerful impression.
- LINE'S**
Lines are used in many different types of dance. For example, tap dancing, line dancing etc.

To add interest to a group dance, the formations must be varied throughout. Varying the facing can add to the effect.

Formations in Dance
Paper - **DAN007** Laminated - **DAN007L**

PLAN, PERFORM, EVALUATE

Effective planning and evaluation will improve one's knowledge, skill and understanding of dance, creating a more effective and expressive performance.

PLANNING
Decide on the theme of your dance and give it a title.

- ACCOMpaniment**
A dance is usually performed to musical accompaniment. Choose a costume that will add to the ambience of your dance.
- MOVEMENT**
Experiment with the 5 basic actions: walking, leaping, turning, gliding and sliding.
- MOTIFS**
Using the 5 basic actions, create and develop motifs. Repeat and combine motifs to create phrases.
- RELATIONSHIPS**
When performing a role, consider how you relate to the accompaniment, e.g. gesture and posture (lyrics).
- GROUP**
If you are performing a duet, think of different ways you can form a relationship to add variety and interest to the dance.
- QUALITY**
The quality of the performance will depend on the clarity of these: use of personal space, and 'the rhythm/flow of the dance'.

REHEARSE, REHEARSE, REHEARSE & EVALUATE!

PERFORM
Immerse yourself fully in the performance – the more involved you are the more involved the audience becomes. Capture them!

EVALUATION
When evaluating a dance, consider all of the elements mentioned in the planning section above.

- Was the title/theme of the dance reflected in the costume, props, relationships and the performance itself?
- Comment on the speeds, levels and directions used in the dance. Did the dance flow?
- Was the dance performed with good posture, focus, alignment and clarity of shape?
- Comment on the use of space, personal and group.

Always give examples to justify your knowledge and understanding of dance.

Plan, Perform, Evaluate
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Daydream Education | Unit 1 | Central Park | Western Avenue | Bridgend | CF31 3RH
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