

# TOP Dance: Essentially **EQUIPMENT**

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All stimuli give young people the desire to respond imaginatively and creatively within a structured framework and given context.



*"Music enhances the art not directs it."* JM Autard – The Art of Dance.

### Examples

- ▶ VOICE: chants, eg: marches, religious, spiritual, whispers, ways of speaking, rap – words and body percussion.
- ▶ PERCUSSION: drums, tambours, bells.
- ▶ NOISE: sounds of the different environments.
- ▶ TIMBRE: use qualities of music, e.g. Carnival of the Animals.
- ▶ STRUCTURE: support form and composition of dance, e.g. unison and canon.
- ▶ LYRICS: using words for ideas, characters, moods and structure, eg: verse, chorus, round.
- ▶ STYLES: associated dances in relation to historical, social and cultural contexts.



### Visual images

PHOTOGRAPHS, PAINTINGS, POSTERS: used as a setting/context, or an historical event.  
SCULPTURE: spatial design line and form, e.g. the smooth simplistic lines of the sculptor Henry Moore's work.  
ARCHITECTURE: designs influencing ideas, e.g. spiral staircase, labyrinth, futuristic.  
SIGNS AND SYMBOLS: communicating using non verbal greeting and gestures in different cultures. Sign language and hand gestures for story telling, e.g. Muslims. Mathematical symbols and signs, codes and letters.  
NUMBERS : dice games, card games, measurement.  
SHAPES: patterns in nature, e.g. cobwebs; in art, e.g. Aztecs; in maths, e.g. tessellations, tangrams.



### Clips

TV, film, advertisements, trailers, musicals, YouTube, professional works, nature programmes. To illustrate styles of dance, stimulate discussion and ideas, tell stories about different lifestyles and cultures.



### Clips

Works by professional artist e.g. Ghost Dance – Christopher Bruce.  
Still Life at the Penguin Café.  
Musical productions, e.g. West Side Story, Cats.  
OR invite a professional artist/company to your school to initiate a piece of project work.



*"Language is a fertile ground for the selection of ideas"*  
R Sheaves 1991

- ▶ BOOKS: fiction and non fiction.
- ▶ PLAYS: e.g. witches from Shakespeare's Macbeth, different characters, comedy, tragedy, historical.
- ▶ RECIPES: cooking sequences: bubble rise simmer. Consistency and mixing of ingredients – slippery oil fluffy flour, knead, whip, stir.
- ▶ INSTRUCTIONS: following and responding to instructions/commands, e.g. safety on an aeroplane.
- ▶ NEWSPAPERS: headlines, adverts, political issues, money stories, sport, star signs, weather, finance.
- ▶ LYRICS: using words for ideas , characters, moods and structure.
- ▶ POEMS/RHYMES: use storyline, actions verses for sections of dance.
- ▶ MAPS: ordnance survey, e.g. exploration of land, contours, symbols and signs.



**All other categories of equipment/stumuli listed on this card can be considered props. The list of props that can be used as a starting point, focus or used within a dance is endless . . . costumes/ clothes, toys, walking stick, pebbles, shells, twigs, light effects, toys, different materials, ribbons, balloons and dice.**



The worldwide web makes developing an initial idea so easy and quick being able to research and access music, video, literature, visual images, as a result of clicking a few buttons!