

TOP Dance: The language of dance developed through the **STEP** framework



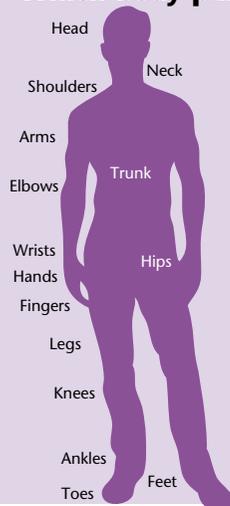
Helping to modify, adapt and develop movement so all young people can achieve and have fun dancing

- Specifically **SPACE** Where in space can I move?
- Technically **TASK** Which body parts and what can they do? How can I perform the movements?
- Essentially **EQUIPMENT** What equipment or resource/s are being used?
- Particularly **PEOPLE** With whom do I dance?

Specifically **SPACE**

- ▶ **DIRECTIONS**
Examples - upwards
- downwards
- forwards
- backwards
- ▶ **PATHWAYS**
Examples - straight lines
- curved
- spiral
- zigzag
- ▶ **BODY SHAPE and SIZE**
Examples - stretched
- twisted
- large
- small
- ▶ **LEVELS**
Examples - high
- medium
- low
- ▶ **IN PLACES**
Examples - personal space
- general
- funnels
- distance travelled

Which body part?



ACTIONS

- ▶ **TRAVELLING** run, creep, crawl, slide
- ▶ **TURN** spin, roll rotate, pivot
- ▶ **GESTURE** shrug, nod, point, wave (no weight transference)
- ▶ **STILLNESS** pause, suspend, hold balance
- ▶ **JUMPING** five types – depending when the feet leave the ground and land: 1-1 same to same foot, 1-1, one to the other foot, 2-2, 2-1 1-2 hop, leap, spring, skip

Technically **TASK**

DYNAMICS

- ▶ **SPEED** (time) fast, slow
gradually increase/decrease
hurried
leisurely
 - ▶ **WEIGHT** (energy) strong/powerful
light/gentle/delicate
controlled and steady
wild and free
 - ▶ **FLOW** (continuity) Stoppable, free-flowing
Rhythmical, sharp, sudden
- Combinations of dynamics when performing an action/s, e.g. slow and strong, fast and light.**

Essentially **EQUIPMENT**



Music



DVD



Written word



Visual



Professional works/artists



Props



www.

Particularly **PEOPLE**

- ▶ Self, partner, small group, whole class
- ▶ Role, characters, style
- ▶ Relationship: mirror, canon, shadow, lead, follow, formations
- ▶ With props: fabrics, chairs, hats, light effects

Skills

Example

Thinking Me

| | | |
|---------|-----------------|--|
| Explore | Decision making | How did you decide which movements to use? |
| Compose | Problem solving | How did you make sure the movements linked together? |
| Perform | Peer evaluation | Which parts of the dance can your partner change to improve their performance and how? |

Social Me

| | | |
|---------|-----------------------|---|
| Explore | Communicate | How do you know your groups movements are being performed accurately? |
| Compose | Respond appropriately | If you disagree with suggestions, how will you respond and why? |
| Perform | Listening | Why is it important to listen to another person's view and ideas? |

Healthy Me

| | | |
|---------|--|--|
| Explore | Enthusiasm | Describe which movements do you like performing? |
| Compose | Confidence | How have you made turning and rotating movements look like wheels and cogs of a machine? |
| Perform | Understand the importance of a warm up | Which warm-up activities have helped your performance and of a warm-up why? |

Physical Me

| | | |
|---------|------------------------|---|
| Explore | Agility | What different types of travelling actions have you tried to show words as movements? |
| Compose | Developing strength | Which parts of the body will need to be strong to be able to hold a still and balanced position in the dance? |
| Perform | Perform with a partner | What helps you perform a cannon action? |

Resources

- DVD:** Clips from Dr Who, Charlie and the Chocolate Factory
- Music:** <http://www.findsounds.com/ISAPI/search.dll> - sound effects
 Afrika Shox - Leftfield
 Dael - Autechre
 Basement Jaxx - Audi A7 advert 2011
 Steam Machine - Daft Punk
- Visual:** <http://www.google.co.uk/search?picuresofmachineparts> – machine parts
 See **MATALAN TOP Dance Resource sheet**

Learning connections

- History**
 Development of machines past and present
- DT/Art**
 Designing and making a machine
- Literacy**
 Invent and describe a useful machine.
 What would it look like?
 What can it do?
 How does it work?

YST-Code
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