

Pedagogical Approaches

Practical teaching tips

Listed below are some of the approaches teachers can use to help pupils develop motifs/phrases/sections of dance, but this is in no way exhaustive and you will have many ideas of your own to add to the list.

Copy me

Teacher creates and demonstrates steps/actions/motif(s)/phrase(s) (or shows a video clip) for pupils to copy. Pupils then perform the motif/phrase to which the teacher has exposed them.

Copy me and rearrange

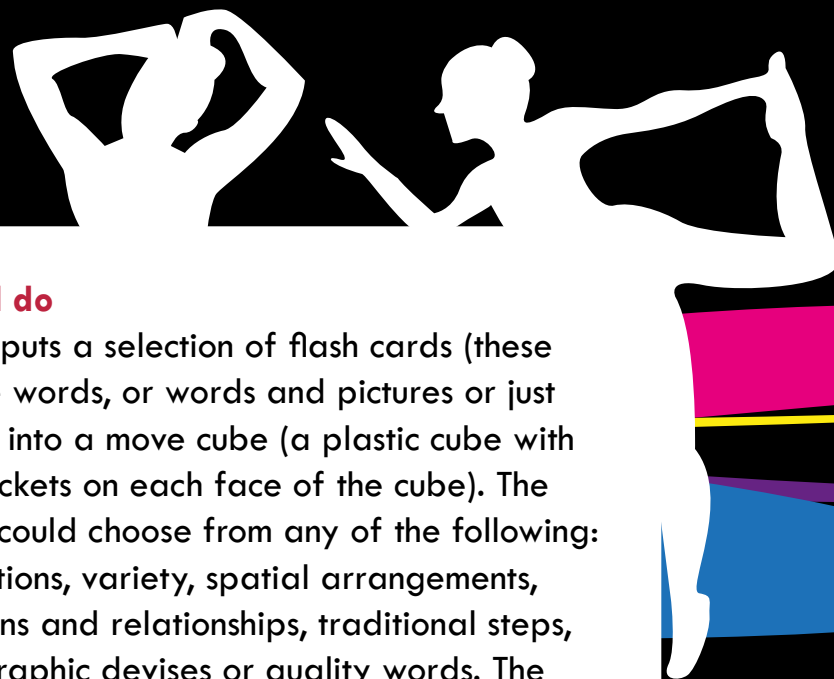
Teacher creates and demonstrates steps/actions/motif(s)/phrase(s) (or shows a video clip) for pupils to copy. Pupils then take these steps/actions/motif(s)/phrase(s) and put them together in any order, including reversing the order of the original demonstration or clip.

Roll and do

Teacher puts a selection of flash cards (these could be words, or words and pictures or just pictures) into a move cube (a plastic cube with clear pockets on each face of the cube). The teacher could choose from any of the following: basic actions, variety, spatial arrangements, formations and relationships, traditional steps, choreographic devises or quality words. The pupils then roll the move cube and whichever aspect faces upward when the cube stops must be incorporated as a focus into the pupils' motif/phrase/section/dance. Other pupils could evaluate and identify which aspect was the focus of the motif/phrase/section/dance.

Start, middle or finish

Teacher creates and demonstrates steps/actions/motif(s)/phrase(s) (or shows a video clip) which the pupils use as either the start of their dance, in the middle or to finish their dance.



Deal and choose

Teacher gives pupils a selection of between 4 and 8 steps/actions/variety features/choreographic devices/quality words printed as flash cards. Pupils then choose between 2 and 5 of these to include in their dance. Other pupils could evaluate and identify which aspects the pupils have included from their original selection.

A variation of this is for a group of pupils to choose for another group; the choice could either be the initial larger selection or the subsequent narrow selection.

Pair teach

Use any of the methods above or any other method in order for pupils to create a motif/phrase/section. Pupils get together in pairs and then pupil 'A' teaches pupil 'B' their motif/phrase/section and then pupil 'B' teaches pupil 'A' their phrase then they join both motif/phrase/section together in whatever order they want.

Show and select the 'Wow' factors

Use any of the methods listed above or any other method in order for pupils to create a motif/phrase/section. Pupils get together in pairs and then show one another their motifs/phrases/sections. Each pair then decides which are the 'Wow' factors or the best parts of each motif/phrase/section. They then work together to link these together in any sequence in order to create a new motif/phrase/section.