

## Dance styles and genres

The programme is designed with the expectation that four dance styles will be covered during the 20 weeks, or three if this is more appropriate for the participants and/or contexts. The styles chosen need to appeal to 11-12 year olds and they should be sufficiently accessible whilst providing the necessary challenges and variety to keep the girls motivated and interested. Some **examples** of dance genres and styles are provided in the table below.

|              |                            |                         |
|--------------|----------------------------|-------------------------|
| Bhangra      | Fitness styles: e.g. Zumba | Modern/Theatre          |
| Break-dance  | Freestyle                  | Musical Theatre/Cabaret |
| Capoeira     | Hip-hop                    | Rock n' Roll            |
| Charleston   | Latin American or Salsa    | Street                  |
| Contemporary | Lindy Hop                  | Swing                   |

It is open to Dance Instructors to select the dance styles most appropriate for their sessions, in consultation with the girls as appropriate. However, it is suggested that Dance Style 1 looks at some aspects of **Street Dance** as this was popular during the pilot phase of the project and the music and movement can 'hook' the girls into the programme. If **Contemporary** was chosen as Dance Style 2, then these sessions would introduce additional skills to those studied in Style 1 but remain relevant: e.g. falling into and out of the floor, different types of jumping, sliding, fluid movement, contact work. Style 3 should again add something new for the participants but remain relevant - this is often achieved through choice of music. **Musical theatre/'Glee'** style performances are popular at present and could provide a further hook for the girls.

Performance 'mash ups' can explore one or more genres fused together. Weeks 26 to 30 can always revisit Style 1 or 2 if the girls wish. The programme can and should be fitted to the type of student and their interests but widen their dance understanding to at least 3 styles of dance from a range of genres.

| Session Numbers | Aims   | Page 9 has a non-exhaustive list of possible styles: -   |
|-----------------|--|--|
| 1 to 5          | Introduction, setting of expectations & instructor-led class to set pace, standards and behavioural codes<br>To learn the key features of a dance style<br>Developing ability to refine movement skills<br>To work with others on simple tasks | Teaching and exploration of Dance Style 1 – instructor to reinforce behaviour and expectations throughout<br>Gradual building of pupils confidence, involvement, response, and physical skill<br>Perhaps start with more popular style of street dance |
| 6 to 10         | Teaching of steps and sequences from another dance style<br>Develop pupils' confidence in offering own ideas<br>Gradually increase stamina & strengthening tasks   | Teaching/exploration of Dance Style 2 e.g. Musical Theatre/Jazz<br>Incorporation of stamina-building sections into sessions<br>Creative tasks to feature throughout to aid ownership, involvement and skill development                                |
| 11 to 17        | The consolidation of skills learned so far<br>Creation of dance piece using the two styles of dance studied so far<br>Greater demand on physical activity through refining, and rehearsal  | Mix It Up<br>Through creation of dance piece building stamina and strength<br>Inclusion of episodes focussed upon higher levels of physical activity<br>Instructor to assess most successful styles, steps, pupils and create piece to exploit these.  |
| 18 to 20        | Development of rehearsal and performance skills including musicality, focus, dynamic emphasis and projection   | Rehearsal, Performance or Sharing opportunities<br>Development of self-confidence and self-esteem  |
| 21 to 25        | Exploration of a third dance style<br>Development of physical skills<br>Exploration of choreographic devices   | Dance Style 3 –this may include more partner work now pupils are used to each other, demanding trust and co-ordination<br>Further development of pupil voice through choreography  |
| 26 to 30        | Exploration of fourth dance style<br>Further development of compositional understanding  | Dance Style 4 OR this could return to the most successful style OR one of the choice of the participants indicated early. Further development of performance skills in relation to a different dance style.  |
| 32 to 38        | Creation of final dance piece – could be a culmination of all dance styles or those favoured by the pupils   | Mash It Up<br>This period may result in one or two dances put together   |

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|          |   | encompassing all / some of the dance styles viewed. |
| 39 to 40 | Refinement of performance skills<br>Final performances and feedback | Rehearsal, Performance or Sharing Opportunities     |

**Session 1: Establishing expectations, having fun but maintaining a focussed and hard-working atmosphere, with praise. DANCE STYLE ONE**

*It is important that dance style ONE is a style that is most relevant to the pupils and acts as a 'hook' for them as well as being accessible e.g. street dance styles. Partner work can/could come later when they are more comfortable with each other etc...*

It would help the session instructor to have a member of the school teaching team in the room at the beginning of this session to aid familiarisation of the space and resources for the instructor, and also provide another point of reference for the pupils. It is also important that the school knows who is taking part in the programme and ensure that reception/parents are aware these pupils are staying behind after school.

**INSTRUCTOR: ensure you make some individual connection/positive inclusion and comment/praise to all at some point during the session.**

| Time                                | Activity  | Teaching points & Strategies  | ABCs     |
|-------------------------------------|---|---|----------|
| <i>To be spent on each activity</i> | <i>Check girls have been to the toilet</i><br><i>Instructor: 1) Prepare space and resources, (2) Have music playing quietly as pupils enter, (3) Interact with pupils as they arrive</i><br><i>PUPILS Arriving and settling time – this time is to allow them to adapt from school mode into 'outside school hours' setting</i> | <i>Session leader to set up all resources and be aware of where changing facilities/water/toilets are. Pupils will arrive most probably at different times. The session will commence 10 or 15 minutes after the end of the school day dependent upon school.</i>                 |          |
| 5                                   | Welcome and introduction by instructor -<br>- introduce yourself and explain it is great to see them all<br>- take an attendance register<br>- ask if they attended the taster session  | - Use of first name of session instructor to establish difference between 'in-school' and 'out-of-school' activity<br>- Instructor should try to learn names throughout when interacting with pupils etc...<br>- Give out T-shirts to be worn with pride and reminder to all that | <b>B</b> |

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|    | - establish if any of them have danced before<br><i>Name badges may/may not be utilised – instructor to decide? If so – here they should be given a badge and should write name on. The instructor should make one too</i>  | they should be worn each lesson (could be done at end of session)  |   |
| 4  | <p>Explain aims of the programme -</p> <ul style="list-style-type: none"> <li>- 20 weeks of dance, learning street and other popular dance styles (<i>instructors may only want to give one or two styles here and keep the others as a surprise for later in the programme</i>), working towards learning short and longer dance pieces incorporating everyone – aiming to give a performance to perhaps friends and family at points throughout the programme. <i>Examples can be given here from the success of the previous girls in their performances in the last programme delivered.</i></li> <li>- acquisition of dance skills: physical ability, confidence, understanding of music and performance</li> <li>- develop their own ideas and create themselves in small groups</li> <li>- aim to share their work and give performances – but not compulsory</li> <li>- have a lot of fun and enjoy making new friends whilst improving their dance skills as a team</li> </ul> |  | A |
| 3  | <p>Explain aims of the session -</p> <ul style="list-style-type: none"> <li>- get to know each other and their instructor</li> <li>- make an attempt to dance in time with each other and the music chosen</li> </ul>   | <ul style="list-style-type: none"> <li>- to warm up &amp; learn a dance sequence to improve their dance skills</li> <li>- to learn some key aspects of dance style you have chosen</li> </ul>  |   |
| 1  | Ask if anyone has any injuries or medical needs   | Asthma users should have inhalers in the room ( <i>as the programme progresses this can happen at the commencement of the session etc.</i> )   |   |
| 15 | <p>Warm up and getting to know one another –</p> <ol style="list-style-type: none"> <li>1. Stand in a circle – not standing by anyone they know</li> <li>2. Circle game – action/name association movement. Instructor to provide some examples using her own name and then show how the game will progress.</li> <li>3. Q = Why warm up before we take part in dance?</li> </ol>   | <p>The circle game will help pupils get to know each other, break the ice and enable instructor to learn names as well as gain an insight into the motivations/response of the pupils.</p> <p>A = So we don't get injured, to prepare our brains/bodies etc...</p> | C |

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|    | <p>4. Structured movement based warm-up – instructor-led – to incorporate:</p> <ul style="list-style-type: none"> <li>- Pulse and inner core temperature raising activities</li> <li>- Mobilisation of joints and structure</li> <li>- Brief stretching of major muscle groups</li> </ul>   | <p>MUSIC needs to be upbeat, popular to get pupils moving &amp; feeling at ease – this may be a continuum of similar tempos</p> <p>It is imperative the warm-up provides sufficient intensity to increase the girls’ heart rate</p>  |  |
| 20 | <p><i>Ask/help organise pupils into lines – dependent upon space – decide how many to each row etc.</i></p> <p>Teaching of set material (section A) through COMMAND – perhaps 4 x 8 counts – including repetition of some movement or all phrases on other side etc...to aid memory and enhance participation</p> <p>Incorporate terminology from the specific dance style being taught</p> <p>Rotate lines throughout this task to ensure all have equal access and are recognised by instructor</p> | <p>Movement must be accessible to ALL to ensure everyone can access the music and succeed from the outset. Instructor to assess if movement is pitched at right level and must react accordingly if it is not</p> <p>Teaching strategies:</p> <ul style="list-style-type: none"> <li>- clear demonstration by instructor using imagery to help understanding</li> <li>- doing without/with music, giving steps names, singing rhythms</li> <li>- progressively building routine through repetition &amp; layering</li> <li>- adding some further elements to think about for those more able</li> <li>- instructor interaction through moving in space and asking questions</li> </ul> |  |
| 8  | <p>Rehearse learned sequence with music – 2-3 times: incorporating the following steps to this to aid variety &amp; development</p> <ul style="list-style-type: none"> <li>- Instructor doing with them &amp; giving vocal instruction also</li> <li>- Ask pupils to choose ONE action/pose which they will put on the end of sequence and hold for 3 seconds</li> <li>- Only vocal reminders</li> </ul>  | <p>The instructor may decide to give further assistance if/when needed – dependent upon progression.</p>   |  |

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| 2 | Feedback – congratulations upon their energy, performance, doing something specific which has been discussed earlier<br>Challenge them to perform ‘without’ you!   | Instructor response will have much impact upon the pupils and aid retention<br>Challenge them to build atmosphere, achievement and self-esteem   |  |
| 5 | Cool-down – lower heart rate gradually, incorporate stretches to main muscle groups to aid flexibility enhancement<br>Incorporate some simple terminology to aid knowledge   | Health and safety, develop flexibility and awareness of this and ensure participants leave from a safe environment and reduce possibility of aching tomorrow.  |  |
| 4 | Performance to you – give positive feedback to all – can be reward for the simplest of accomplishments as all starting from varying levels, ability and experience.  | Try to include those you have not individually addressed during the session if this has occurred.  |  |
| 8 | Plenary:-<br>Explain & hand out dance diaries – tick/complete<br>Q – How do you think you will use your dance diary?<br>Q – What elements of today’s session have you enjoyed the most?<br>Q – What do you like about this dance style?<br><i>Pupils can write down their responses in their diaries</i> | Instructor to explain ways to use the dance diaries –they can draw / write the dance, say what they enjoyed / were good at...write names of new friends etc...<br><br>Instructor needs to extract responses from different pupils. |  |
|   | Urge them to rehearse, dismiss, see you next session etc...  | Ensure pupils have all belongings, dance diaries etc...  |  |

### Notes...

| Session 22: Further exploration of new dance style or extension of previous dance style |  |   | DANCE STYLE 3 |
|---|--|---|---------------|
| Time  | Activity   | Teaching points & Strategies  | ABCs          |
| 10  | <i>Set up resources/space</i>  | <i>10 minutes to get out of ‘school day mode’....</i>                   |               |
| 4   | Welcome pupils, tick diaries.<br>Take feedback from the questions regarding what they have liked so far, what they might like to try etc. <i>(Explain clearly that</i> | Congratulate all girls for reaching session 22 - keep up the good work! |               |

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|    | <i>there is still a programme to follow and you have already designed what you would like them to do but there may be room to accommodate their wishes etc.)</i>   |   |             |
| 1  | Aims:<br>Working together to explore this dance style and work together to improve each other's skills.<br>Learn some more skills linked to this dance style.  |   |             |
| 15 | Warm-up – varied, perhaps this session the warm-up could be a building exercise. You start then they add in movement ideas – these can pull from what they have done before or be something they have learned in school etc. | By working collectively and asking for their input this should enforce all the new skills and knowledge they have acquired. Try to maintain everyone keeping moving but perhaps call out individual girl's names and ask them to do something which then everyone copies etc.... Include all if possible. | A<br>B<br>C |
| 3  | Q. What dance style did we begin to explore last session?<br>Q. What were some of the movements we learned?<br>As someone gives an answer – get all to practise the movement(s).   | Try to tease out information – they can explain, show you etc.<br>If they are confident you may select them, or put them into pairs to discuss and remember – work to the needs of the group.   | C           |
| 20 | Teach a choreographed sequence linking the style back to the movement just practised and/or learned last session   | Dependent upon content this may be solo, duo etc...<br>It should have jump, turn, travel, balances, gestures in (basic dance vocabulary).   |             |
| 5  | Practise this with music and begin to feed in knowledge relating to posture and alignment – use of centre and control.<br>Perform again applying this new awareness/challenge  | Try to feed in how different dance styles require the muscles to work in different ways which affect the posture, hold and alignment of the body (gives   |             |

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|    |   | examples from all dance styles to aid this).  |             |
| 2  | Ask the pupils to select 3 of the features from the last session to insert – you could have a group vote for the ‘top 3’ steps etc...   | They had time earlier in the session to reflect so this should be recalled fairly easily.   |             |
| 5  | Choreograph these movements into the taught sequence from this session.   | Beginning, Middle, End or all in one part – using TRANSITIONS – ask them for suggestions...   |             |
| 10 | Set up a challenge scenario by splitting into two groups – assigning a ‘Rehearsal Director’ to each group and rehearsing to the music.<br>½ watches ½ then discuss successes and improvements.<br>All then perform together aiming to work on one identified improvement – then feedback another improvement and they perform all together again.<br><br>Ensure that physical activity is kept high for all pupils and that time spent inactive is minimal. | It is important that you split the groups accordingly – personalities should be thought about and the instructor will know the group well. The instructor needs to be well informed to do this strategically and successfully.<br>ONE improvement should be identified first then rehearsed, then another, so they are clearly isolated and hopefully remembered. | A<br>B<br>C |
| 8  | Cool Down – continuing the new varied content - perhaps Yoga etc. is also now being used, try to get the pupils to pronounce the names.   | Devise new ways to keep this alive and relevant – perhaps include some Yoga, Pilates etc... – <i>place this in context etc...</i>   |             |
| 3  | Plenary<br>Q. Who can give me a movement from each of the dance styles we have chosen? Show me? Ask others to identify similarities and differences?<br>Explain next week we will look at more physical skills and take more risks.   |   |             |

Notes...

Session 40: Celebrating our success: Final Performance  
Mash It Up

Performance Project TWO:



*This plan is a guide only and circumstances, context and timings leading up to the performance may vary. It is important that, depending on when and where the performance is, correct arrangements have been made by the dance instructors with the school/parents/pupils etc... This session is designed to include the performance. It may be that IF the performance is being held later in the day (to allow parents and friends to attend), the session could commence later, with details left to the discretion of the dance instructor and school.*

It is also important to take into consideration any girls not performing: they should be integral to this – they can help backstage cue music etc...

| <b>Time</b> | <b>Activity</b>  | <b>Teaching points &amp; Strategies</b>   |          |
|-------------|--|---|----------|
| 10          | <i>Prepare space and resources</i>   | <i>10 minutes to get out of 'school day mode'...</i>  |          |
| 10          | Welcome – collect diaries and chat with pupils.<br>Time could be spent here summing up their programme and recording some thoughts about how they feel knowing they will be performing to family and friends (as appropriate).   | Tick diaries with them all sat around.<br>Have a look at how pupils have used their dairies and share some of the good work if appropriate.<br><i>If needed, check if another space is available for the girls to change later whilst family/friends arrive etc....</i> |          |
| 2           | Explain aims of the session: <ul style="list-style-type: none"> <li>- Rehearse the dance, identifying what they need to do to give a superb performance and work as a team</li> <li>- Walk through the spacing and practise more difficult parts</li> <li>- Prepare for the performance</li> </ul> |   |          |
| 5           |  | Check if there are any injuries...  |          |
| 10          | Warm-up - not an exhaustive one due to the nature of the session but to prepare them and reduce risk of injury.  |   |          |
| 15          | Walk through the dance section by section.<br>Rehearse the dance section by section with the appropriate music.  | Throughout this prompt pupils to remind you of what they need to do as regards spacing, formations, timing, choreographic devices etc.  | <b>C</b> |
| ?           | Rehearse the dance x 1 with music – from beginning to end.<br>After this prompt pupils to recall good features of performance<br>Rehearse the dance x 1 with music   | e.g. lifted focus, facial expression, projection, musicality and enjoyment.<br>Draw out ways they can improve upon these...   |          |

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| ? | Sit the pupils down and give a 'pep' talk which motivates them, gets them feeling positive and increases their confidence. |   |
| ? |  | Ensure the seating, staging and music systems are all set up, |
| ? | As appropriate, family/friends arrive.<br>Welcome & performance  |   |
| ? | Congratulate dancers and ensure all the girls have diaries etc. Encourage them to keep dancing and say farewell.           |   |

### Notes...

Suggestions of ways for taking into consideration instructor and/or pupils preferences:

|           |                   |                        |                      |
|-----------|-------------------|------------------------|----------------------|
| Sessions: |                   |                        |                      |
| 1 – 5     | Dance Style One   | Dance Style One        | Dance Style One      |
| 6 – 10    | Dance Style Two   | Dance Style Two        | Dance Style Two      |
| 11 – 20   | Performance Mix   | Performance Mix        | Performance Mix      |
| 21 – 25   | Dance Style Three | Dance Style 1 extended | Dance Style Three    |
| 26 – 30   | Dance Style Four  | Dance Style 2 extended | DS 1,2 or 3 extended |
| 31 - 40   | Performance Mash  | Performance Mash       | Performance Mash     |

There is room to tailor the programme and this must be planned in if anything is not suitable for the instructor due to skill base or pupils' interest/suitability/preference/engagement. Diagnostic assessments on this can and should be made throughout the first 10 sessions.