HANDOUT **Title:** Dance Activities (p.1) **Handout #:** 2

Content:

1. **Name Game**
   a. Students create a movement/ shape for 3-5 letters of their name (one movement/ shape for each letter).
   b. Students link their shapes/ movements together with transitions, creating a short, performable phrase about themselves.
      i. Teaching Point: The order of their movements is their "*sequence*."
      ii. Teaching Point: This phrase is an "*abstraction*" of their own name.
   c. Students repeat steps A and B using different prompts, such as: create movements/ shapes for 3-5 adjectives that describe you, create movements/ shapes for 3-5 locations that are important to you. Students then combine their original phrase and their phrases from any variations to create a whole work. This work is a personal solo that introduces themselves to the audience.
2. **Patterns**
   a. Variation 1: Given a couple movements, each student creates a repeating pattern with them.
      i. example movements: marching, jumping, balancing on one foot, clapping, etc.
   b. Variation 2: Given a verbal pattern, each student comes up with movements that can be done in that pattern.
      i. example verbal patterns: "Up, down, down, up, down, down, ...", "slow, medium, fast, medium, slow, medium, fast, medium, ..."
      ii. Teaching Point: use patterns from other subjects, such as geometric patterns, number patterns, patterns found in nature or history, etc.
3. **Without Words**
   a. Two students are given a short, scripted dialogue. These two students have the given "conversation" using only dance gestures, no speaking.
   b. The rest of the class watches and attempts to translate the conversation.
   c. Variation: Students work together to create their own dialogue to perform using dance gestures.
4. **Dissect-O-Dance**
   a. Show students a dance move.
   b. Students and instructor work together to identify the basic skills needed to perform the given move.
   c. Students create a dance phrase that practices each skill, in order, and ends with the given move.
5. **Simon Says**
   a. With or without music, give students vocal cues to prompt different types of movement. Students improvise movement that follows the cues.
   b. Examples: "dance your morning routine," "dance like a rain forest," "dance quickly and lightly," "dance with one hand touching your back," etc.
   c. Note: Let all students dance at the same time. Taking away any audience will help them get out of their comfort zone. Once your students have built up confidence and group trust, you may want to experiment with letting part of the group at a time be an audience.
6. **Volume Dance**
   a. Students dance improvisationally to music, matching their level in space to the volume level of the music (ie: when the music is loud, students dance high in the air; when it is quieter, they dance lower; if the volume hits 0, students freeze flat on the floor).
   b. Instructor plays with the volume, giving students time to explore different levels, as well as giving them quick level changes to attempt to keep up with.

HANDOUT

Title: Dance Activities (p.2)

Handout #: 2

Content: