

# Managing Dance

## Australian Curriculum: The Arts

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### Transcript of video 2 of 5

This video is available from <http://www.qcaa.qld.edu.au/arts-dance.html>

Australian Curriculum: The Arts is available from <http://www.qcaa.qld.edu.au/32902.html>

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Safe dance practices involve selecting movements that your students are going to be able to perform safely. It also involves choosing a space which is safe for the dancers to work in, which includes - what is the floor like and what is the surrounding area like?

A warm-up is important for the dancers to start each session of dance. It prepares the body. It also prepares the mind mentally for what is about to occur.

If I was a teacher and I wasn't comfortable performing a warm-up in front of my students, I would choose a couple of them that are comfortable within this context and allow them to create the warm-up.

I often choose music that the students can really engage with and associate with. I often take the latest movie and will grab the hit soundtrack from that. So the kids understand it. They know it and they can often sing along with it.

I often use the activity Pass the Dance in my warm-up because I find that it involves all dances and all the students. They all have an opportunity to have a go and perform. I also give them the option that if they can't think of a dance step they can just run, hop, jump or skip on the spot. So it means that everybody gets a turn and everyone is contributing to that activity.

Year 4s, we're going to go on to some task work now. Each group is going to be allocated a manager. You know that the manager in your group has the right to make the final decisions. So if you've got five great ideas and you can only use one, the manager gets to say what that one is. That position will be rotated week by week so everyone will get a turn at being the manager.

I've got a checklist here that for each group I'm going to tick off whether you've got starting position, have you got your eight counts of movement - and I think most of you had more than eight because that was quite easy to do. Did you have repetition? Was there any contrast of high and low, fast and slow? Did you have an end position? Did you use levels - high, medium and low? Was there some non-locomotor and some locomotor movement there as well?

The concept map is a great tool in terms of responding because it's something tactile and visual for the students to look at and to read and then find that relationship back to what they've just witnessed. You can use their responses as a group on that map. They could be

individualised with a name on each one, and then later on for assessment you can take what you've just discussed on that concept map and create a piece of written work based around that.

A cool-down is important because it closes the dance class. It's also an opportunity for the body to slow down and for the students to prepare to go back to class.