

DANCE No. 16 - RUBBISH

LEARNING OBJECTIVES

Children should learn to:-

- use visual stimuli as a starting point for dance movement
- work in small groups to develop ideas
- use props as an integral part of the dance.

DANCE FRAMEWORK

SECTION 1 - Rubbish identification and removal of waste

SECTION 2 - Recycling of rubbish

SECTION 3 - Good use of rubbish

Accompaniment: Music – Year 5 CD – Tracks 1 - 6

EXPECTED LEARNING OUTCOMES

By the end of this dance most children will be able to:-

- demonstrate the ability to translate abstract images into movement
- perform with an awareness of both partner and group dances
- perform with clear dynamics and precise footwork
- use a variety of ways to work in a small group
- develop movement using different relationships
- lead appropriate “warming-up” exercises
- view short pieces of professional work in order to comment upon the use of props to create music.

RUBBISH

About the Dance

This dance takes the ideas of crushing, transporting and recycling rubbish, and translates them into movement using individual, pair and group work. Children then use a variety of bags to create sounds and stimulate their own choreographed movements.

Stimuli

The initial stimuli for this abstract dance will be based upon the materials found in any rubbish bin. The four materials chosen could be replaced with others. Whichever materials are chosen they must provide opportunities for children to explore a variety of contrasting actions and qualities.

This unit of work could also make use of the science theme of "Materials" in which children identify the qualities and uses of different materials.

Resources (Appendices A38– A40)

Other useful resources to support and develop this dance idea would be:-

Poetry - "Earthways"

- "Earthwise" (*Poems on conservation*) (Oxford University Press 0-19-272248-4)

Posters - Environmental posters and campaign slogans (e.g. *Body Shop*)

Paper bags

Percussion instruments

Music: Year 5 CD – Tracks 1-6.

Extension / Development / Enrichment

- (a) In the initial stages, children could experiment with percussion instruments and work in two's to try out the crushing and travelling phrases.
- (b) In the final section, different pieces of rubbish could be explored for sounds.

