

# DANCE 2.....THE COMPUTER SPY GAME

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## OVERVIEW

This dance is part abstract and part dramatic interpretation. The stimulus is a “007” spy game being played on a computer.

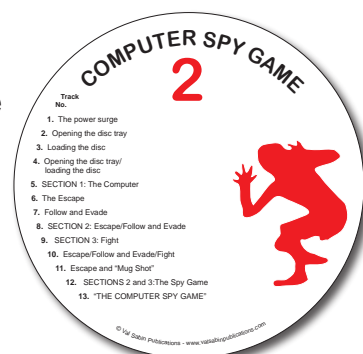
In SECTION 1 the movements associated with a power surge and the loading of a disc are abstracted to create a motif using pushing and pulling actions.

The spy game is a dramatic interpretation of “escape, follow and evade” and “fight”, which encourages improvisation, creating phrases of movement and developing a range of partner relationships including follow-my-leader, counter-balance, counter-tension, moving over, under and around a partner, and action / reaction. Pupils discuss ideas and decide how the dance ends.

This dance would be effective in bringing pupils from different schools together. The clearly delineated sections use electronic sounds, South American music and dramatic music with a beat.

## Music

- TRACK 1 - The Power Surge
- TRACK 2 - Opening the Disc Tray
- TRACK 3 - Loading the Disc
- TRACK 4 - Opening the Disc Tray / Loading the disc
- TRACK 5 - SECTION 1 - Computer
- TRACK 6 - The Escape
- TRACK 7 - Follow and Evade
- TRACK 8 - SECTION 2 - Escape, Follow and Evade
- TRACK 9 - SECTION 3 - Fight
- TRACK 10 - Escape / Follow and Evade / Fight
- TRACK 11 - Escape and “Mugshot!”
- TRACK 12 - SECTIONS 2 & 3 - The Spy Game
- TRACK 13 - “The Computer Spy Game” complete



## DANCE 2 - THE COMPUTER SPY GAME

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### Learning Objectives

#### **Pupils should learn to: -**

- (i) develop, refine and adapt a range of movements and perform them with control and fluency.
- (ii) select movements to structure solo, duo and group work.
- (iii) focus body and mind on the communication of artistic intention.
- (iv) describe the actions, dynamics, spatial work and relationships involved in the dance.
- (v) recognise that dance contributes to an active, healthy lifestyle.

## DANCE FRAMEWORK

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**SECTION 1:** "Opening the disc tray"  
"Loading the disc"

**SECTION 2:** "The Escape"  
"Follow and Evade"

**SECTION 3:** "The Fight"

## LEARNING OUTCOMES

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#### **By the end of the dance, pupils should be able to:-**

- (i) demonstrate control, fluency and technical accuracy.
- (ii) understand how to select, develop and structure motifs and patterns appropriate to the movement idea.
- (iii) recognise the mental and physical determination required to communicate the artistic intention of playing a computer game.
- (iv) recognise and discuss aspects of choreography and production using appropriate dance terminology.
- (v) understand the health and fitness benefits of dancing regularly.

## THE COMPUTER SPY GAME - SYNOPSIS

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### **PHASE 1: “Opening the Disc Tray”**

Creating a simple motif from specific movements using directions, levels and different shapes. Extending the motif off the spot using travelling, jumping and turning. Develop into group motif. **(Track 2)**

### **PHASE 2: “Loading the disc”**

Pushing and pulling against each other to produce moments of stillness using counter-balance / counter-tension. Composing a repeatable phrase exploring shape and level. Linking this phrase to the motif from the first phase. **(Track 3)**

*(Track 4 - Opening / Loading)*

*(Track 5 - Computer Dance)*

### **PHASE 3: “The Escape”**

.Individual pathways and phrases to express the dramatic idea of a chase. Energetic and high activity phrases utilising leaping, travelling and rolling-and furtive “move and stop”, “move and pause” phrases. Pathways and levels are developed. **(Track 6)**

### **PHASE 4: “Follow and Evade”**

Shapes, stretched out and curled, symmetrical and asymmetrical are explored and used within the dramatic idea of follow and evade. Relationships, including Follow-my-leader, canon, over, under and around, are explored and used to dramatic effect. **(Track 7)**

*(Track 8 - Escape / Follow and Evade)*

### **PHASE 5: “The Fight”**

Working with a partner using action / reaction to create the dramatic idea of a fight. Pupils use different body parts to initiate the reaction which include directional jumping and sinking, spinning and turning, rolling and sliding.

**(Track 9 SECTION 3 -The Fight)**

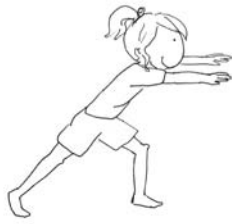
*(Track 10 - Escape / Follow / Evade / Fight)*

*(Track 11 - Escape and Mug-shot)*

*(Track 12 - SECTION 2 & 3 - The Spy Game)*

*(Track 13 - The Computer Spy Game complete)*





- From standing, move left foot to **one side** and lunge as far as possible on a **medium** level – full extension – arms wide.  
From a curled-up position; how can you rise **slowly** into this **medium** level position to one side? (*Encourage slow smooth moving.*)

Join the two movements together (*accompany with a tambourine – sharp beat for curled-up position – slow “shake” for stretch*).



- (ii) Start in a curled up position – stretch low **forward** slowly – HOLD  
Quickly return to a curled up position – stretch slowly to **one side** - HOLD  
(*Practise several times until pupils are confident.*)

- (iii) Stretch slowly **upwards and backwards** into a **high** balance – full extension.

From a curled up-position, how can you slowly rise into this backwards stretch?

- Practise joining all three together – returning to a curled-up position between each stretch. Accompanied by tambourine.

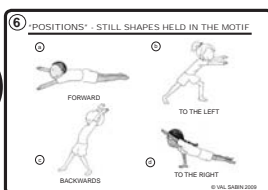


- (iv) From a kneeling position place your right hand on the floor out to the side and stretch out as far as possible with the other hand. (*One hand and both feet only on the floor. Spread the feet to maintain balance. This is a challenging balance and pupils will need to practise it.*)

From a curled up position how can you move slowly **into** this position?

- (v) Practise joining all four movements together – slow stretch – HOLD – quickly return to curled up position (*they could take a “positions” card to remind them! No. 6 appendices page 10*). Practise until confident then listen to the music and try it to music (**Track 2**) – perform the motif twice.

card  
6



**N.B. Pupils could be asked to extend this by keeping the same level and direction but making their own shape.**

card  
5

TURN	1. SPIN 2. ROTATE 3. SPIRAL 4. ROLL 5. COIL 6. WIND
JUMP	1. EXPLODE 2. LAUNCH 3. POP 4. BOUNCE 5. LEAP 6. SPRING
TRAVEL	1. PROWL 2. GALLOP 3. RUSH 4. DRAG 5. RETREAT 6. TIP-TOE

- (vi) Take a travel / jump / turn card (*appendices page 7*) and use any of these words to travel a short distance in the relevant direction before assuming the balance. Wherever you go into the balance, on the “click” you return to a curled-up position on the spot before moving a short distance in the next direction (**Track 2**).

Practise performing them in the correct order.

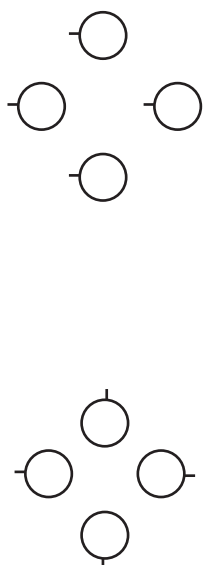
Analyse your own motif:

- does it contain at least one example of travelling, jumping and turning?
- do you hold the balance **still** before curling up again?
- is the held position clear and fully extended?
- practise to the music – twice through.

## C. MAKING A DANCE

- (i) Practise both the “on the spot” motif and the extended motif.
- (ii) Join the two motifs together and perform to the music. (*Once through “on the spot” and once through the extended motif.*)
- (iii) (*If pupils can perform this well and confidently it may be appropriate to take them into **groups of four**. The teacher uses the degree of complexity suitable for the group.*)

### IF APPROPRIATE



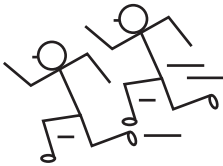
- (a) Can you start the motif at another point e.g. start with the stretch to the left, and perform it through to music.
- (b) Move into groups of 4. Stand in your group – spread out-all facing **forwards**. Perform the slow “on the spot” motif with each one starting at a different part of the motif e.g.  
 No.1 – stretch forwards  
 No.2 – stretch to the left  
 No.3 – stretch backwards  
 No.4 – stretch to your right

Can you work it out as a group (*give them time to practise and perfect it - play the music several times*) (**Track 2**)

- (c) Now can you face **outwards** from each other - spread out- (*back-to-back*)?  
Can you perform the extended motif where you travel to different points.
- (d) When you feel confident, can you perform the stationary motif through once, change face and perform the extended motif through once (*give pupils time to practise and perfect it and play the music through several times*).

## D. COOL-DOWN

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- (i) With a partner, **matching exactly** can you stride and jog alternately. Work out the number of strides and rhythm so you keep together.