

DANCE 11....REFLECTIONS ON LIFE

OVERVIEW

The diminishing number of World War 2 veterans are now in their late eighties and nineties. When they meet for their annual reunions much of their time together is spent talking about “how things used to be” and things that happened to them at different stages of their lives. This has been the stimulus for “Reflections on Life”.

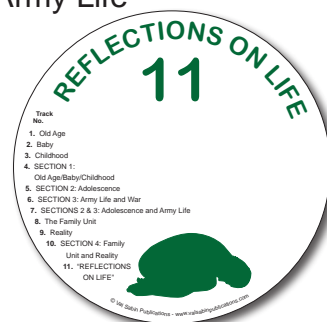
Moving on from the starting point of a reunion of World War 2 veterans the dance explores the movements and moods of the different ages and experiences they have passed through. These stages include baby and childhood, adolescence, army life and war, the family unit and the reality of old age. This dance could lend itself to being linked with historical research and dancing in the 1930’s and 1940’s.

Individual, pair and group motifs enable pupils to perform with clear expressive skills, and clarity of focus, and to understand the relationship between movement and the accompaniment and the historical context and relevance of the dance.

The music and sound effects clearly evoke the time and the mood of each section.

Music

TRACK 1	-	Old Age	
TRACK 2	-	Baby	
TRACK 3	-	Childhood	
TRACK 4	-	SECTION 1	Old Age / Baby / Childhood
TRACK 5	-	SECTION 2	Adolescence
TRACK 6	-	SECTION 3	Army Life and War
TRACK 7	-	SECTIONS 2 & 3	Adolescence and Army Life
TRACK 8	-	The Family Unit	
TRACK 9	-	Reality	
TRACK 10	-	SECTION 4	Family Unit and Reality
TRACK 11	-	“REFLECTIONS ON LIFE”	



DANCE 11 - REFLECTIONS ON LIFE

Learning Objectives

Pupils should learn to:-

- (i) develop, refine and make use of more complex and advanced patterns of movement.
- (ii) select and adapt movement material to develop compositions which reflect the stimulus and use choreographic principles.
- (iii) focus the body and mind on the creative process.
- (iv) improve their ability to appreciate and critically analyse their own and others' dances.
- (v) understand how different parts of the dance demand stamina, strength, flexibility and mobility.

DANCE FRAMEWORK

SECTION 1: Reunion

- Earliest memories - baby
- childhood

SECTION 2: Adolescence

SECTION 3: Army Life and War

SECTION 4: The Family Unit Reality

LEARNING OBJECTIVES

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

- (i) perform with clear expressive skills, clarity of focus and technical accuracy.
- (ii) shape and structure a dance that uses individual, partner and group work and reflects an understanding of choreographic principles.
- (iii) make progress through practice and concentration.
- (iv) talk about and understand the relationship between the movement and the accompaniment and the historical relevance of the dance.
- (v) understand the benefits of dancing regularly for health and well-being.

REFLECTIONS ON LIFE - SYNOPSIS

PHASE 1: “Reunion” - TRACK 1

Slow, angular moves with “greeting” actions, moving slowly in and out of each other. Meet a partner and produce slow motion moving into different angular combined shapes on different levels - always with one body part in contact.

Change the point of contact with different shapes and as you greet different people.

PHASE 2: “Baby (developing)” - TRACK 2

In the womb - reflex actions - Low level, taking weight on different parts.

Stretch out **slowly** - reflex to draw limbs in together **quickly** (*different levels and shapes – body in different relationships to the floor – back-towards, front-towards, side-toward etc.*)

Stretch out **quickly** – reflex-draw limbs together **slowly** (*different levels and shapes*). Stretching and curling movements (*on all levels, high, medium and low, different shapes – symmetrical/asymmetrical*)

Pushing and wriggling movements – with different body parts.

Rocking movements – side to side, back and forward on different body parts.

PHASE 3: “Childhood” (Carefree) - TRACK 3

Playing games.

Create motifs as individuals and in pairs – ball games, hop scotch, etc.

Create several repeated phrases – lively movements also creating a floor pattern. Use voices to emphasis children playing. **Baby/childhood TRACK 4**

PHASE 4: “Adolescence” - TRACK 5

Working in pairs, or small groups, pupils create their own disco routines or, if appropriate, jive or 30's dancing, lively, energetic and rhythmical.

PHASE 5: “Army life and war - TRACK 6

Marching patterns incorporating forwards / backwards / one side / the other side / turning. Soldiers in conflict – short, quick runs to hide behind rocks etc. Running on low levels, jumping, rolling, making shapes on the ground to show hiding behind rocks etc. “Shooting” on different levels and “throwing grenades”.

PHASE 6: “Family Unit” - TRACK 8 Adolescence & Army - TRACK 7

Move into groups of 3 - 6 to create a series of moves to show unity of group shapes, working in unison, counter-balance / counter-tension or lifting and carrying. Strong, smooth, firm movements. Repeat the moves until the end of the section.

PHASE 7: “Reality” - TRACK 9

Back to the original moves in (1).

Finish individually, in pairs or in three's, showing angular shapes on different levels. Slow-motion moving into different angular combined shapes - with a point of contact if you are working in two's and three's.

The finished position should be an angular shape showing different levels and head down.

FAMILY/OLD AGE - TRACK 9

FULL DANCE - TRACK 11

Reflections On Life

Phase 1 - "The reunion" - Track 1



A. WARM-UP - PREPARATION

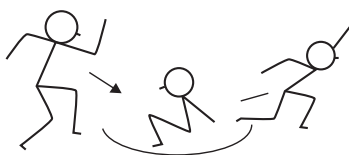
- (i) Gentle, rhythmic whole body warm-up.
Careful stretching and mobilisation of joints.
(See Section C Warm-Ups p41)

Imagine the scenario.....

- (ii) A group of World War 2 veterans have a reunion.
They greet each other and recall and remember the different stages of their lives. How things were very different when they were babies and children - how they danced the night away as adolescents. Then came the discipline, the stress, the horror of army life and war. Coming out of the army, they settled into family life, one of security and trust in contrast to the war years ... and finally they entered the last stages of their lives – old age. Men left with their memories. In this first phase we are symbolising moving and greeting old friends at the reunion.

B. EXPLORATION AND DEVELOPMENT

- (i) The slow music of this phase (**TRACK 1**) reflects the movements of old age – slow and exaggerated – angular movements and shapes. Practise moving slowly and smoothly about the room, changing levels and shapes. Make elbows, knees, etc. stick out at different angles as you move. Can you move smoothly from travelling on feet to sinking down onto hips or large body parts and effect a turning movement before you rise again? Practise these strong, slow, controlled movements to travel.



- (ii) Stand with a partner. Can you make a **combined** shape - close to each other and **back to back**. **Angular shapes** and showing **different levels**. From this position we are going to symbolise the act of greeting someone - use contact of different body parts and different shapes and levels to create a combined shape with your partner. Create your shape and practise moving from the back-to-back position into the "greetings" combined shape. Concentrate on accuracy and control.



(iii) Decide who the second partner is going to be and stand together in a space. How can you move from your starting position and first “greeting” to meet the second person.

(a) slow, controlled, angular movements.

(b) changing levels.

(c) including a turning movement.

Work out your travelling pattern of movements and a new combined angular shape with your second partner.

These patterns are worked out as phrases of 8 slow beats, but let the group decide if they wish to change the rhythm and timing.

(iv) Practise to perfect it then, as a group, all practise the movements from the beginning all to the common timing, using the music. **(TRACK 1)**

(v) Repeat your travelling pattern of movements to “greet” a third person in a different space and hold a combined angular shape.

(vi) Finally use your pattern of angular travelling movements to meet your original partner and move into your original back-to-back starting position.

C. MAKING THE DANCE

Combine all the travelling and balancing moves to create the complete “Old age” section.

The dance framework is.....

(i) Starting back-to-back with partner No.1 – move into a combined shape.

(ii) Phrase of travel movements to meet 2nd partner – move into a combined shape

(iii) Same travelling phrase to meet 3rd partner – move into a combined shape.

(iv) Same travelling phrase to meet original partner. Move into your starting position. *(This pattern is worked out to phrases of 8 slow beats, however, create whatever timing is right for the group. e.g. lower will mean less “greetings”)* Try the complete dance to music. **(TRACK 1)**

D. COOL DOWN

Movements at a lower level of intensity. Continue the gentle movements until the heart returns to a steady beat.

Reflections On Life

Phase 2 - "Baby" - Track 2



A. WARM-UP - PREPARATION

- (i) Gentle, rhythmic whole body warm-up.
Careful stretching and mobilisation of joints.
(See Section C Warm-Ups p41)

Practise the Reunion Dance (**TRACK 1**)

- (ii) Imagine the scenario... The baby is in the womb and moving about using its primitive reflexes. Reflexes developed in the womb for survival and for use in the birth process. We are symbolising these movements.

B. EXPLORATION AND DEVELOPMENT

- (i) Most actions are on low and medium levels with occasional ones on a high level.
Practise movements and balances where you take your weight on **different body parts** and **different body parts are high**.

Small body parts = hands / feet / knees / elbows / head

Large body parts = hips / back / front / side

Different body parts **high** will create different shapes.
Can you try combinations of different body parts **taking the weight** and producing different shapes – symmetrical / asymmetrical.

- (ii) Practise stretching out slowly and curling up quickly.
Don't forget the variations in levels.

- (iii) Practise the reverse dynamics – stretch out quickly and curl up slowly.

- (vi) Can you push hard against the floor to rise away from it in different ways?

Can you try wriggling, rocking and sideways rolling movements?

(CARD 39 Appendix p50)



card
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C. MAKING THE DANCE

- (i) Having explored each of these different movements can you create a pattern or motif which uses:-
 - (a) changes in shape and level?
 - (b) changes in dynamics?
 - (c) stretch / curl / push / rock / wriggle?
- (ii) Practise the motif and repeat it to the end of the music. **(TRACK 2)** Play the music constantly in the background to enable pupils to perfect the timing.

EVALUATION ASSESSMENT

- (iii) One person observe another then change roles. Do they:-
 - (a) change level / shape / dynamics?
 - (b) perform the repeated motif accurately and with quality?

Offer any advice for improvement.

- (iv) Final performance. **(TRACK 2)**

D. COOL DOWN

Movements at lower level of intensity. Continue the gentle movements until the heart returns to a steady rate.