F-2 Dance Resource: Dance making

**[David]:** The student is central to the dance making experience. Inventive dance making is different from teaching students a teacher-designed dance routine.

**[Jen]:** There are many ways to guide students to have confidence to invent their own dances. If students hear music, the majority of them will move. Some will move freely, and others will imitate movements they have previously seen.

Equipment can provide students with a range of different ways to play with movement. For example, the equipment can include hoops, scarves and balls.

If you have a hoop and the movement words are 'jump' and 'hop', it will provide children with scope to play. David can show you different ways of using a hoop and jumping and hopping.

It is important to allow students sufficient time to play with the equipment and the movement focus.

You are able to see what happens when the hoop is taken away.David also used different body movements, different arm actions and different directions.

**[David]:** A group dance engages the students in a range of unified movements and spatial patterns. The first sequence is done on the same placement.

**[Jen]:** Side, side.

Centre, centre.

Side, side.

Centre, centre.

Heel. Heel. Heel.

Roll. Heel.

Heel. Heel. Roll.

**[David]:** The next version includes spatial patterns.

**[Jen]:** Step together, step together, walk back to the centre.

Step together, step together, walk back to the centre.

Turn around one way.

Turn around to face the back.