



arts connect

Loving Learning Through Creativity:

Dance with Claire Pring Accumulator

Ask the children to find a space in the room & perform the following actions ~
Spin on the spot – then spin round the other way

Then add an extra action ~
Spin round, then round the other way - then stretch up & down.

Then add an extra action ~
Spin round, round the other way, stretch up & down – then touch your nose 3 times.

Continue adding on extra actions, these might include

Shake your feet in the air

Clap your hands 4 times

Stand on 1 foot & hop 3 times

Stick your tongue out

Lie on your tummy & swim like a fish

Fold your arms

For older children the actions could be changed to add more challenge, or simplified for younger children.

Organise the children into pairs that are able to face each other & communicate easily.

Label the children A & B

Ask child A to tell their partner an action to perform, e.g. star jump

Then child B gives an instruction to child A, e.g. wiggle your fingers

Child A then gives B another move, e.g. go on tip toe, this is added to the initial move they were given – so would become... star jump + go on tip toe

Child B might suggest 4 hops – so A would perform wiggle your fingers + 4 hops

The pairs would continue to add more moves, they are likely to work at a speed that suits them & therefore the sequences the pairs produce are likely to be of varying lengths.

Some students may prefer to both perform all the actions & therefore develop a unison phrase.

If you want to take this further they could...

Increase the speed – move swiftly from one action to the next without losing clarity.

Face a different direction – particularly if the pair have developed a unison phrase – can they do it without the support of the other dancer.

Set a mood – ask the children to perform their sequence to suggest they are... excited, fearful, tired, annoyed, cold...