



arts connect

Loving Learning Through Creativity:

Dance with Claire Pring Numbers

Ask the children to find a space and explain that you are going to play a game where numbers are associated to actions – that you will call out the number & they will need to respond with the correct action.

Suggested actions...

1=stand on one foot

2 = lie on stomach

3 = lie on back

4 = hands on head

5 = sit down

6 = stand still

7 = jump

8 = stretch

9 = spin

Start with 3 or 4 actions, then gradually introduce more to add greater challenge.

For younger children 5 actions might be sufficient, for older children they may be able to retain all 9.

This can be played as a game where you are 'out' if you perform the wrong action or if you are the last person to join in. In non-social distancing times some of the numbers can include actions that require them to travel or connect.

Ask the children to recall their date of birth as numbers, e.g. 20th April 2007 could be ~ 2, 0, 4, 0, 7 for younger children or 2, 0, 0, 4, 0,7 to add a little more challenge or 2,0,0,4,2,0,0,7 for older students.

This potentially introduces a zero – I would suggest that this becomes 'free choice' for more able students – for children requiring more support this could be curl, shrink, shake, point...

Ask the children to create a sequence using the associated actions to their date of birth – using the first example from above this would look like...

2 = lie on stomach

0 = free choice

4 = hands on head

0 = free choice

7 = jump

Encourage the children to link the actions fluently.

Once the children have mastered their sequence, ask them to see if they can ~

Make a clear starting position

Speed one action up & slow another one down

Add a pause at some point

Have a clear finishing position

With younger children you may wish to focus on just one or two of these.

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

Watch another person – see if they can work out the date of birth of the performer.

Directions – repeat the sequence facing a different direction.

Vary the music – repeat the sequence to various pieces of music – select which they prefer & ask them to identify why this suited their dance.