



arts connect

## Loving Learning Through Creativity:

### Dance with Claire Pring Lines & Circles

**Ask the children to find a space in the room & draw a circle in the air with one part of their body... then draw a circle with a different body part, then another & another...**

*Encourage the children to use some unusual body parts e.g. left ear, belly button, bottom!*

**Ask the children to take the next minute to draw as many circles as they can.**

*Add the music & describe what you see them doing.*

*Encourage the children to vary the size of the circles, whether they draw them in a clockwise or anticlockwise direction, the plane they use.*

**Ask the children to repeat the task but see if they can draw 2 (or more) circles at the same time, e.g. can they co-ordinate drawing a circle with a foot whilst also circling a shoulder?**

*Add the music & again describe what you see, e.g. 'That's a huge circle with your fingertip & a tiny one with your toe'*

**Ask the children to draw a straight line in the air... and another... and another...**

**Ask them to take the next minute to see how many different body parts they can use to draw straight lines.**

*Add the music for 1 to 2 minutes.*

*Again they could try drawing more than one line at the same time.*

**Ask the children to take one more minute, but this time they can choose to perform an combination of circles and straight lines.**

*Add the music & take the opportunity to observe the children.*

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

*Label the children A & B*

**Ask child A to perform their circle/line movements & ask child B to mirror them.**

*Add the music & allow 1 minute or so before changing roles.*

**Ask the children whether they found the circles or lines easier... can they think why?**

**What other features make it harder/easier? (Speed, size, complexity...)**

**Ask the pairs to repeat the task with this in mind.**

*Can they make it difficult for an observer to know who is initiating the action?*

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

**Increase the numbers** – try this as a trio or quartet (though they will probably echo the action rather than strictly mirror it).

**Add a time delay** – as with an echo, perform the action shortly after it had been performed (without pauses if possible).

**Respond with a contrast** – instead of doing the same action can they perform something different – e.g. if the lead person drew a circle with one hand the response could be drawing a line with an elbow.