

Clip: Turning

Episode 12: Pressure

Activity: Turning with a Partner

Themes: Dance Styles

Elements of dance: body, space, dynamics, relationships

1. As a class, view the clip, *Turning*, which shows a range of turns that dancers can perform. Discuss the demands of turning with a partner.
2. Have students list what they need to be aware of when turning with a partner, for example, the activity demands courtesy, communication, balance, and technique. In supported pirouettes as seen in this clip, the male dancer holds one arm out to the side for the female dancer to use as a lever to push, providing impetus for a turn or series of turns. His other hand is positioned above the crown of her head. If the female dancer is in good alignment, with her hand wrapped lightly around his middle or index finger, the turn will work in exactly the same way a spinning top will, with perfect balance or equilibrium. If the alignment is out or the male dancer's hand is too far forward or back, the female dancer will wobble (like a top about to topple over) and be unable to perform multiple turns.
3. As a class, list some dance movies where examples of partnered turns appear. For example, *Grease*, *Dirty Dancing*, *Saturday Night Fever*, *Flashdance*, *Billy Elliot*, among others. Students could be directed to YouTube to find other examples.
4. Have students experiment with simple rock 'n' roll dance turns. They should be asked to practice and remember three different partnered turns (Refer to YouTube - [Toronto Dance Lessons: Rock n' Roll Steps - Basic Turns](#)).
5. Ask students to change partners and see how long it takes students to re-learn/re-negotiate the moves they could do with their first partner. As a challenge, have them swap partners twice more.
6. Using digital cameras take photographs/video of the students performing the moves and display them around the classroom.

Activity: Turning with a Partner

7. Ask students to evaluate the activity and how successful they were in performing the turns. Include questions such as:
 - a. Which turn was easier?
 - b. What did you enjoy the most about learning to turn properly? Why?
8. Ask students to complete **Student Activity Sheet E12.3: Rock 'n' Roll Partner Turns**.

Download

- Student Activity Sheet E12.3: Rock 'n' Roll Partner Turns
(If completing the activity online, insert the images into the grid – invent names for the dance moves and rate them from one to five with stars.)

Useful resources

- [Ausdance Factsheet 7, Safe dance floors](#)
- [Ausdance Factsheet 13, Safe spaces for dance](#)
- [Ausdance Factsheet 14, First aid for dancers](#)
- [Ausdance Factsheet 18, Occupational health safety for the dance industry](#)
- [Toronto Dance Lessons: Rock n' Roll Steps - Basic Turns](#)
- [Teen Dances in the 1960's](#)



NAME:

Student Activity Sheet:
Activity:



E12.3
Turning with a
Partner

Episode 12: Pressure
Clip: Turning

Rock 'n' Roll Partner Turns

Fill out the following table using the turns you used in class today.

Turn 1- Illustration/uploaded image of turn	Name of the Turn:
	Counts to do the turn:
	Description of the turn:
	Why it's fun:
	Colour in how many stars it deserves:

<p>Turn 2- Illustration/uploaded image of turn</p>	<p>Name of the Turn:</p> <p>Counts to do the turn:</p> <p>Description of the turn:</p> <p>Why it's fun:</p> <p>Colour in how many stars it deserves:</p> <p></p>
<p>Turn 3- Illustration/uploaded image of turn</p>	<p>Name of the Turn:</p> <p>Counts to do the turn:</p> <p>Description of the turn:</p> <p>Why it's fun:</p> <p>Colour in how many stars it deserves:</p> <p></p>