

Episode 20: Ballet Fever

Clip: Dance to the Beat

Activity: The Pulse

Theme: Dance Skills

Elements of dance: body, time, relationships

1. As a class, view the clip, *Dance to the Beat*, where Kat and Sammy show the school board their love of Hip Hop by surprising them with an unscheduled performance. Initiate a class discussion by asking students:
 - a. Why is this dance interesting?
 - b. What is it about the music that makes the dance seem more contemporary and exciting?
2. Highlight to students that the beat is different to the melody. The beat is the underlining pulse that stays constant throughout a song, whereas the melody or tune may change. As a group, listen to a Hip Hop song and clap the beat. Observe whether all students are clapping on the beat or just after the beat. (There is often a delay with some children. They may hear the beat but some may clap a fraction of a second after the beat.) You can encourage these students to anticipate the beat so that their movements fall on the beat.
3. Ask students to walk around the room, with each step falling on a beat. Increase the speed, and then decrease it. Have the students walk “off the beat”, i.e. if you count ‘1 and 2 and 3 and 4 and’, the student will step on the ‘and’. Also try ‘1 and 1 and 1 and 1 and’.
4. As a class, complete a Hip Hop warm-up session.
5. Have students search the web and go to the [Dance Academy \(first year\) website](#), enter the ‘Dance Studio’ menu (pointe shoes icon), select ‘Auditions and Tutorials’ (camera on tripod icon) and watch Sammy, Christian or Kat’s Hip Hop Tutorials (video clip 2, 3 or 4), paying extra attention to the counts and the beat. Have students learn the first half of the phrase and then perform it as a class in unison. You could film the students and play the footage back to each group for evaluation and feedback.

6. Have students notate this section in **Student Activity Sheet E20.1 Dance Notation**, marking down the counts. (Note: most Hip Hop is in 4/4 time; that is in bars of four beats, with the accent generally on the first beat of the bar. Dancers often count in sequences of eights (two bars of four beats). The dancers in the tutorial count in eights as this is the optimum length for the body to remember short sections of movement.

Download

- Student Activity Sheet E20.1: Dance Notation

Useful resources

- Ausdance Video Segment 4 - Safe Warm Up, Basic Contemporary Dance.
- [Ausdance Factsheet 16: Caring for the dancer's body](#)
- [Ausdance Factsheet 7: Safe dance floors](#)
- [Ausdance Factsheet 13: Safe spaces for dance](#)
- [Ausdance Factsheet 14: First aid for dancers](#)
- [Ausdance Factsheet 19: Fuelling the dancer](#)
- [Ausdance Factsheet 18: Occupational health & safety for the dance industry](#)
- Dance Academy online dance tutorials on [Dance Academy \(first year\) website](#), enter the 'Dance Studio' menu (pointe shoes icon), select 'Auditions and Tutorials' (camera on tripod icon) and view clips. The Hip Hop Tutorials are the 2, 3 & 4 video clips.
- Smith-Autard, J. *Dance Composition: A practical guide to creative success in dance making*, A&C Black; Papervack/DVD edition (August 3, 2010).



NAME:

Student Activity Sheet:
Activity:

E20.1
Dance Notation

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Dance Notation

Use the space below to notate the counts and movements used in the movement phrase you learned from the *Dance Academy* website. Be creative and use symbols and illustrations where they might be useful.