Music for Dance

Autumn 2009

BBC School Radio Online

Age: 7-11

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BBC Schools' Broadcast Recordings
Tel: 08701 272 272 Monday to Friday 0800 to 1800
Or visit the How to Order page of the School Radio website.

Audio on demand. These programmes are also available as audio on demand from the School Radio website for 7 days following the original date of transmission. Refer to programme titles below to find out when programmes are available as audio on demand.

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Introduction:

Music for Dance aims to provide a resource bank of dance music and associated ideas for use by specialist and non-specialist teachers of dance. The programmes differ from other School Radio dance series in that they have no presenter or voice-over: instead, the programme time is devoted to providing a rich and varied music resource supported by Teacher's Notes covering potential movement content and ideas for composition.

The programmes are intended to be open-ended, enabling teachers to draw on them when relevant to different themes or ideas and also allowing pupils to respond in a way that encourages a variety of outcomes. This feature of the series may be particularly attractive to teachers with some dance experience. Several of the programmes are grouped together under popular topic headings.

Each programme contains:

- warm up music
- several pieces of music, thematically linked and of sufficient length to form the basis of a dance in themselves
- a specially edited mix of the music already featured, providing the opportunity for a longer and more varied dance narrative based on the individual pieces

There is a huge range of music included - classical and chart hits, world music and film scores, as well as a wide range of sound effects and sometimes archive recordings of specific events - all grouped thematically to provide the perfect accompaniment for your own dances.

How to use the series:

Choose a programme that is thematically suited to your project or class needs - the series can be dipped into at random.

Decide in advance whether to work with just one piece of programme music or to use the complete mix at the end of each programme, building towards a seamless dance performance.

Listen to the music, then discuss and select or combine the programme composition, grouping and movement ideas for each programme to develop your dance. Refine and adapt your material by adding your own ideas within the dance.

Evaluation and appreciation:

Dancers should be encouraged to view, describe and analyse their work during and at the end of each session.

- Did parts of the dance stand out and if so why?
- Where can movement quality be improved?
- Was the dance interesting and worth watching?
- Discuss the overall form of the dance including the use of repetition and development - did the dance have a clear beginning, middle and end?
- Was there a smooth transition between sections to link the dance?

The Curriculum:

The Curriculum in England and Wales requires that pupils should be taught:

- *'to compose and control their movements by varying shape, size, direction, level, speed, tension and continuity';*
- *'a number of dance forms from different times and places, including some traditional dances of the British Isles';*
- *'to express feelings, moods and ideas, to respond to music, and to create simple characters and narratives in response to a range of stimuli, through dance'.*

Dance teaching involves the three strands of composing, performing and appreciating. Children need to be taught how to generate movement material, build dance phrases and structure their ideas into a dance. They need to develop technical skill in terms of action, space and dynamics and to develop a dance vocabulary that will enable them to respond discerningly when viewing dance.

Audio on demand service:

Programmes are available to order (for UK schools and other academic institutions only) on CD. Further information is available at the How to order page of the School Radio website.

Programmes are also available as audio on demand from the School Radio website for 7 days following transmission (check the contents table above for dates). The audio on demand is a reliable service on broadband that allows you to listen to the programmes 'streamed' over the internet. This means that you can play the programme to your class either:

- direct from a computer
- from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- by connecting the computer to an interactive white-board. To listen to the audio files you will need to have installed 'Realplayer' on your computer. This commonly-used software is easy to download from the internet if you do not already have it.

There are instructions on how to do so at the Help page of the School Radio website.

Using the audio on demand service is just as flexible as using a prerecorded CD of the programmes. You are able to pause the programme whenever you wish and also scroll forwards and backwards through a programme to locate other sections or to listen to sections again.

Programmes in mp3 file format:

Programmes are also available in mp3 file format. The main advantage of ordering the resources this way is that you will also receive all the other resources for the term in question at no additional cost. The mp3 files be conveniently transferred to a media device, but please note that most CD players do not play mp3 files at the current time.

If you would like to order programmes in this way please tick the mp3 boxes on the order form.

Unit 1: The Elements

Programme 1: Fire

Fire associated with seasonal festivals - Bonfire Night, Fireworks, Diwali, Christingle.

A) Candle music

George Winston – 'January's stars', from *Winter into spring*

Movement ideas: Body actions associated with flaming, flickering, light dancing, smoking and melting/dripping. Work on contrasting body shapes for each action; also use of levels in rising and falling, and sustaining slow, continuous flame-inspired movement. Gestures of giving and receiving are appropriate to signify the giving of light/affection during Diwali. Wide, strong stretches spreading through the group could signify the light of the world during Christingle.

B) Bonfire music

Stravinsky -'Dance of the Earth', from *The rite of spring*

Movement ideas: Small, sudden sparky movements with different body parts. Use flame ideas above but gradually increase the size of the action to include some jumps on the spot. Experiment with low strong, pulsating movements to emanate heat and glowing embers.

C) Fireworks music

The New Pardesi Music Machine -'Pump up the bhangra'

Movement ideas: Experiment with contrasting body actions for different types of fireworks. Show your reactions to the fireworks with exaggerated facial expressions and gestures in slow motion, etc. Perform one firework group at a time with remainder of dancers reacting as audience.

D) Fire mix

E) Fire (World War II) mix including:

V. Cosma -'Promenade sentimental', from *Diva* soundtrack

Programme 2: Water

The water cycle.

A) Evaporation and cloud formation music

Ligeti -'Atmospheres'
David Bowie -'Moss garden', from *Heroes*

Movement ideas: Low, rounded, heavy shapes: slow stretches reaching wide and high: light, travelling steps and turns. Vulnerability to the wind shown in sudden spins and moments of suspension.

B) Rain music

Vangelis -'Movement 1', from *Soil festivities*
Terence Trent D'Arby -'Rain off', from *Introducing the hardline according to Terence Trent D'Arby*

Movement ideas: Quick high to low movements, including spirals and jumps: sudden, direct, arm and hand gestures; low curled bounces and rolls.

C) Stream music

Penguin Cafe Orchestra - Sketch for two cuatros, ukelele, bass and drums, from *Womad world music*

Movement ideas: Short running steps along twisty pathways, whirlpool spins and jump turns, splashing low jumps with hand and arm gestures. Limit use of space to establish narrow stream image. Decide on direction of flow and stagger the dancers' start to keep the stream flowing.

D) Ocean music

Enya - Orinoco flow

Movement ideas: Slow, strong steps with low wide body shapes, rippling actions along extended body shapes. Build to powerful, travelling sequences.

E) Water cycle mix

Programme 3: Water – Voyage and storm

A sea voyage, in the context of famous seafarers discovering uncharted territories: a voyage of hardship, fear and adventure.

A) Work on board ship music

Mouth Music - 'The son of the Earl of the White Banners', from *Mouth Music,* 1990

Movement ideas: Work actions on board ship. Work on size of body action, strength and weight. Introduce rhythm into the work actions: mopping the deck, climbing the mainsail - on the look out, hoisting sails, etc. Develop the phrase from the purely mimetic.

B) Calm sea music

Symbiosis -'Lake of dreams'

Movement ideas: Rocking and rolling actions with an extended body low to the floor. Use arm/leg gestures to show gently lapping sea.

C) Storm music

Mussorgsky - *Night on* bare *mountain*
David Shire -'Night on disco mountain', from *Saturday Night Fever*

Movement ideas: Swaying actions on different levels supported on different body parts. Start small, then gradually increase size of action. Use momentum to go into turns or rolls from the sway. Look for moments of suspension when changing direction. Forward and backward wave actions at high and low levels, including jumps.

D) Sea voyage mix

Programme 4: Earth

Stages of a volcano.

A) Magma music

Hot Butter -'Popcorn' (acid house mix)

Movement ideas: Rounded body shapes which can extend and contract, slow heavy bounces, curled rolls. Work on weighty actions low to the ground or on the ground. Watch for pulsating rhythms and continuity of movement. Gradually increase size and speed of actions.

B) Cracking crust music

Peter Gabriel -'It is accomplished', from *Passion*

Movement ideas: Shooting actions into extended, spiky body shapes. Work on body tension to create a sense of pressure building up. Work as a whole group, and keep in group unison.

C) Eruption music

Gustav Holst -'Mars', from *The planets*
2 Unlimited -'No limit'

Movement ideas: Explosive actions including jumps and quick hand/arm gestures. Work on preparation for take off and landing, and take time to make the jumps as high as possible. Think about body shape in the air. Develop this section with steps, turns and rolls around the room as the lava flows.

D) Volcano mix

Programme 5: Air

The story of Daedalus and Icarus, who flew too close to the sun.

A) The labyrinth music

Simple Minds -'Cacophony', from *Real to real cacophony*

Movement ideas: Use interesting body shapes to develop and build group contact structures. Labyrinth breaks and reforms in a new pattern several times to add complexity. Work on the spaces created between the shapes/walls. Minotaur monster movements - pupils can try whole body extensions and contractions on different levels; with a heavy, threatening, powerful quality.

B) Imprisoned music

Morton Subotnik - Part 2, from *Return, a triumph of reason*

Movement ideas: Arm and leg gestures to create barriers: use direct angular shapes with a stable base to show guards/barriers, or travelling along pathways, changes of direction with jumps, turns and gestures of despair, as prisoners show desperation to escape.

C) Freedom flight music

Camel -'The snowgoose'

Movement ideas: Travelling and turning actions associated with swooping, hovering and flapping, banking, etc. Make the actions light and continuous. Use long pathways across the space so that the movements can really flow, working in pairs.

D) Doomed flight music

Moby-'Go'

Movement ideas: Flight ideas as in c. Slow motion falling actions performed in place, including arm circling, suspension, twisting and changing orientation up and down.

E) Daedalus and Icarus: the mix

Unit 2: World War II

Programme 6: Part 1 - Announcement and outbreak of war

A) War declared music

'Lambeth Walk'
Archive recording of the war

Movement ideas: Lively, relaxed sequence based on everyday actions - going out for a stroll, chatting with a neighbour, etc. Freeze for war announcement.

B) The war music

V. Cosma – 'Promenade Sentimentale' from Diva

Movement ideas: Small groups explore slow, heavy movements and gestures, contacts and balances to convey conflicting emotions of going to war (fear, pride, loneliness, camaraderie).

Weary travelling sequence based on meeting and parting, using sombre mood of music.

C) Battle music

Verdi – 'Dies Irae' from *Requiem*

Movement ideas: Confrontational lines/pairs for strong, direct travelling steps. Mimed attack/defence gestures (lunge, stretch, block) to illustrate conflict and battle. NB Stress no actual body contact.

D) Aftermath music

Michael Nyman – 'The Wounded' from *The Piano*

Movement ideas: Pairs/small groups explore small, withdrawn, nervous movements, gestures and travelling steps to convey grief, isolation and horror of war. Pairs or small groups can experiment with weight-bearing holds to 'rescue' bodies from the battlefield.

E) World War II mix – Announcement and outbreak of war

Programme 7: Part 2 – Evacuation, the Blitz and VE Day

A) Evacuation music

The London Symphony Orchestra – 'War Child' by Jethro Tull

Movement ideas: Nervous travelling steps around the room, with random meetings where pairs/small groups perform a sequence of childlike movements and gestures on the spot (e.g. whisper secrets, play games such as conkers/marbles/hopscotch, etc.).

B) Air-raid sound effects and music mix

Pink Floyd – 'Bring the Boys Back Home'

Movement ideas: Quick running and dodging steps. Slow, strong pushing and turning movements to escape crush of panic-stricken crowd.

Sudden but controlled jumps, sidesteps, tucks and dives as bombs explode.

Sequence ends with slow-motion turns to convey aftermath.

C) End of war announcement and celebration music

Archive recording of the end of war announcement.

Movement ideas: Everyday actions freeze during the announcement.

Glen Miller – 'In the Mood'

Movement ideas: Small, quick travelling steps with light jumps and spins. Exaggerated movements and gestures of an excited, celebratory crowd: arms 'cheering', happy reunions, etc.

Or dance steps of the Big Band era.

D) World War II mix – evacuation, the Blitz, VE Day

Unit 3: Ancient Egypt

Programme 8: The civilisation of Ancient Egypt

A) Setting the scene: River Nile (flood) music mix

Ali Jihad Racy – 'The Lamentations of Isis'

Movement ideas: Develop a series of gestures and freezes to illustrate river life: gathering papyrus reeds from the banks, washing, fetching water, contact with the boats, etc. Or, work in threes, using the calm, sad mood of the music to explore a range of freezes at different levels, and smooth transitions between these - to depict the varying water levels of the Nile.

Atlantic Ocean – 'Waterfall'

Movement ideas: Explore random but direct pathways with strong, powerful travelling steps and arm pushes to convey the uncontrolled force of the river flood. Solo or small group work.

B) Building the pyramid music mix

John Handy – 'Hard Work'

Movement ideas: In work 'gangs' of four or five, develop a series of work gestures: digging, pushing, pulling, lifting, etc. These may be transformed in canon (one after the other), interspersed with tired, resting poses: controlled body stretches, mopping brow, hands on hips, etc.

Pyramid-shape music

The Musicians of the Nile – 'Zahrafat al Sa'id'

Movement ideas: Pyramid dance builds towards this final pyramid configuration - whole class or small groups represent the shape. Consider floor patterns, body shape and perspective.

C) Life and death of Pharaoh / Queen music mix

Soloman Gamil – 'The New Nubia'

Movement ideas: In pairs/threes work out a tableaux of majestic Egyptian freezes/poses: strong head positions, flat palms, angular body shapes, etc.

Stereo MCs – 'Fever'

Movement ideas: Move away from your group to travel around the room with a proud, regal strut: head high and shoulders back - really show off!

Continued over…

Madonna -'Vogue'

Movement ideas: 'Mummy' dance: imagine the body is bandaged up like an Egyptian mummy! Work out a series of 'restricted' movements focusing on the whole body and on isolated body parts: rolling, twisting, rocking, lifting, etc. Gradually come to life in rhythmic moves to the beat of the music.

Hassan Erraji and Arabesque Nikriz – 'Baina Nakhil' ('Palm Trees')

Movement ideas: Squatting, with one foot in front of the other, develop a `rise, balance, sink' sequence to represent the spirit of the dead king rising as a bird to the sky.

Programme 9: Ancient Greek gods and myths

A) Olympic Games music

Movement ideas: Proud, majestic class procession around the room. Small groups, possibly positioned within the class circle, work out stylised athletic movements and gestures/freezes based around different Olympic sports, or inspired by different Greek god statues.

B) Battle of the gods music

Beethoven – 'Chorus of Dervishes' from *The Ruins of Athens*

Movement ideas: Individuals work out strong, direct step sequence (slide, slide, stamp, stamp), repeating it to travel around the room. In pairs/small groups, select a series of powerful, confrontational blocking movements and gestures for a carefully choreographed 'non-contact' battle tableau.

C) Traditional Greek 'Bouzouki' music

Manos Tacticos and his Bazoukis – 'Zorba the Greek'

Movement ideas: In class or group circle/s, click fingers above and bend knees to the rhythm of the music. Add sidestep or grapevine step, where one leg crosses in front of the other, to move the circle around. Change direction and repeat the sequence, which progressively gets faster with the music.

D) Ancient Greece mix (combines elements of Bouzouki music)

E) Heracles and the giants mix

Heracles represents the gods and battles it out with the mythical giants.

Michael Jackson – 'Give it to me'

Movement ideas: Giants get ready - a slow-motion preparation for the fight as the giants tear up the rocks and mountains to use as boulders: slow body twists and turns, with arms making curved pathways - lifting, tearing up and throwing the rocks. Develop a mirroring sequence with two opposing groups.

Unlimited – 'No Limit'

Movement ideas: The battle - in pairs, grouped into a large circle around the edge of the room. All stamp forwards, and then run back. Pairs take turns to perform stylised turns within the centre of the ring (mock fights).

Programme 10: Historical hits of the Twentieth Century

A) Victorian music hall mix

Movement ideas: Traditional music-hall steps of the time.

B) 1920s music mix

'Charleston, Charleston' and 'Doop-Doop'

Movement ideas: In pairs for traditional Charleston steps, with 'window cleaning' arm movements.

C) 1930s Lowry mix

Gus Footwear Brass Band – 'March of the Cobblers'

Movement ideas: Pupils develop own character dance with gestures, inspired by a figure from a Lowry painting.

Scott Joplin – 'The Entertainer'

Movement ideas: Class knees-up! Jogging steps forwards and backwards and round in a circle.

Steve Reich – 'Drumming'

Movement ideas: Pupils develop own factory actions - push, pull, lift, lower, press, wind, turn, etc.

Gus Footwear Band – 'Coronation Street'

Movement ideas: Experiment with finger-tracing patterns or different body shapes and levels, to convey a townscape picture - pupils can work in small groups in canon, taking turns to take up their skyline shape.

D) 1950s/60s dance mix

Elvis Presley – 'Jailhouse Rock'

Movement ideas: Work out a movement motif to fit with the repetitive motif of the music and combine with the Twist for a travelling sequence.

Danny and the Juniors – 'At the hop'

Movement ideas: Paired finger clicking (mirroring) and jump sequence, as pupils journey to the Fifties!

Chubby Checker – 'Let's twist again'

Movement ideas: Twist on the spot; feet fixed to the ground, while knees and hips swivel from side to side. Twist up and down, gradually bending and straightening your legs to lower and raise your body. Twist around the room, using the same movement but allowing the feet to join in, swivelling from side to side.