

Brain-Based Creative Dance Workshop: October 24, 2008

Sparkplug Dance Educational Resources, Founder, Rachael Carnes, facilitator
541-689-3233, rachael@sparkplugdance.org, www.sparkplugdance.org

Workshop Objective, Creative Movement: This hands-on workshop and training session will focus on an introduction to the principles and practices of inclusive programming in brain-based developmental movement and creative dance for young children.

Introductions and theoretical overview (Please refer to subsequent pages in your handout for more information and ideas. Also, www.sparkplugdance.org features a wealth of articles, live resources and downloadable sample lesson plans)

The Brain Dance ©: (Taught with permission from Anne Green Gilbert. Please see resources and website for further information.)

- **Begin with breath**, taking long breaths in and out, to relax and center
- **Tactile warm up:** Individuals do different kinds of self-touch from feet to the top of the head, first pats up and down, then brushes, then pokes, then presses
- **Core-Distal:** Reaching out to the edges of one's self space, and then curling into the center, or the core, repeat three times.
- **Head-Tail:** Curling the spine forward and backwards, and side-to-side. Bring your head to your "tail", or coccx.
- **Upper-Lower body:** Reaching, stretching, flicking, shaking arms, while legs are still, then switch.
- **Body-Half:** Draw an imaginary line down the middle of your body, keep one half of your body still, while the other moves. Notice your balancing.
- **Cross-Lateral:** Cross arms in front of self, repeat, then legs, then both at the same time.
- **Vestibular:** Allow yourself to move on and off balance, notice your standing and swaying, how far you can move without falling off balance
- **Finish with several breaths**

The Elements of Dance:

SPACE: PLACE, self and general; **SIZE,** small, medium, big; **LEVEL,** low, medium, high; **DIRECTION,** forward, backward, sideways, up, down; **PATHWAY,** curvy, straight, zigzag
FOCUS, Single focus, multi focus

TIME: SPEED, slow, medium, fast; **RHYTHM:** Breath, pattern, meter, accent

FORCE: Energy, sharp, smooth, shaky, swingy; **WEIGHT,** strong, light, passive, active; **FLOW,** free, bound

BODY: BODY PARTS, arms, legs, head, feet, hands, shoulders, hips, torsos, fingers, toes, face, etc.; **RELATIONSHIPS,** over, under, around, through, near, far, etc., **SHAPES,** curved, straight, twisted, angular; **BALANCE,** off balance, on balance.

The Multiple Intelligences © (Howard Gardner, please see resources for more information):

Bodily-Kinesthetic, logical-mathematical, visual-spatial, linguistic, musical, intrapersonal, interpersonal.

Our Mission:

Sparkplug Dance Educational Resources helps communities to unite in their vision and vigor to build the arts and physical activity into every child's life.

Sample Creative Dance class:

Warm Up: A traveling Brain Dance ©, (see following pages)
Music: Traditional Danish Folkdance, “Seven Jumps”

Introduction to the Day’s Concept: PLACE, self and general space

Exploring the Concept: Dancers alternate exploring Self and General Space through the Elements of Dance.

Music: Music for Creative Dance, Chappelle, Vol. I #16
Prop: Plastics

Shaping: With the teacher facilitating, dancers create machines as a group. First, we begin by asking ourselves what some of the parts of machines might be: Pulleys? Levers? Buttons? Wires? Are these parts in self space, or in the general space, or both? Dancers come into the dance space to add themselves to the machine as the teacher calls them up. There are many variations: The machine can change sizes, directions, levels, speeds, it can become twisty or angular, it can change even move through the general space.

Music: Music for Creative Dance, Vol I #3

Developing Skills: Using a familiar tune, in this case, “Frere Jacques”, Dancers explore moving through the general space and in self space in a new way. Please notice how the language in the song has been adapted for open-ended participation, and also includes some locomotor words for children to try in new ways. Can you jump with your arms? Can you stomp with your head or fingers? Can you fly or leap with your eyes? For a variation, or for older children, allow them to change the rhymes included: Why not make up an “Op” dance? Or an “ip” dance? The possibilities are endless!

Music: Self and General Song, to the tune of Frere Jacques

Flying curvy, flying curvy, pop, pop, pop, pop, pop, pop.

Sliding straight, sliding straight, now we stop, now we stop.

Swaying zig zag, swaying zig zag, jump, jump, jump, jump, jump, jump

Stomping straight, stomping straight, now we bump, now we bump.

Turn in self space, turn in self space, creep, creep, creep, creep, creep, creep.

Leaping curvy, leaping curvy, now we sleep, now we sleep.

Prop: handheld instruments

Creating: Paint Brushes. Dancers alternate painting the space and themselves. (Excellent tactile stimulation) while focusing on the day’s lesson, in this case self and general. Use descriptive words to encourage participation and improvisation. (“Can you dab the space?” “Can you paint the space by pressing the paint into the walls or the floor?” “Who can show me slashing the paint into the air?” “Can you float the paint all around your body?”) Alternate self AND general, using locomotor and non-locomotor ways of moving.

Music: Music for Creative Dance, Vol IV #12

Props: Foam sticks with scarves

Reflection: Did you enjoy dancing with your paintbrush in the general space, or in self space today?

Cool Down: Group mirroring. Teacher facilitates a mirroring cool down, moving slowly, with the day’s lesson in mind, ie self space and general as the students follow. (“We’re going to cool down today by doing some mirroring, and we are all special mirrors, because the movement we do will look like ourselves, not like anyone else exactly. That’s what makes our class so wonderful!”) This can be done standing or sitting. Variation: Older or more experienced little dancers can take turns as the leader.

Music: Music for Creative Dance, Volume III #18

Sample Creative Dance class, 3rd - 5th grade, but all activities can be adapted for a younger group:

Warm Up: Brain Dance, using stretchy bands

Music: Music for Creative Dance Vol III, #7

Props: Stretchy Bands

Introduction to the Day's Concept: FLOW, free and bound, with SCIENCE concept re States of Matter

Exploring the Concept: Dancers alternate exploring Free Flow and Bound Flow through the Self and General Space. Dancers can explore moving as water molecules, flowing freely, then crystallizing into shapes and patterns. More experienced dancers will enjoy building and creating these patterns, and then letting them melt.

Music: Music for Creative Dance, Chappelle, Vol. I #4

Prop: Scarves

Shaping: Shape Museum, with free and bound flow. Divide the class in half, the first group in the space being the "clay". Is clay free or bound? Sculptors make the clay dancers into shapes that they like, then copy the shapes. Once they're copied, the clay can dance away freely, and the sculptor becomes the clay.

Music: Music for Creative Dance, Vol I #8

Prop: An optional variation is to use foam sticks, scarves, or feathers to manipulate the clay.

Reflection: Did you enjoy dancing with your paintbrush in the general space, or in self space today?

Developing Skills: The group assists with creating a CINQUAINE. A Cinquaine is a poem with five lines, and is a modern poetic form that is useful for practicing dance skills.

Cinquaine Form:

NOUN

Adjective, Adjective

Verb, Verb, Verb

Four to five word phrase relating to the noun

Synonym for the first noun or another noun

Group example:

FLOW

Free, Bound

_____, _____, _____

Water droplets freeze and melt

FLOW

Creating: Random Chance Texture Dances. Dancers divide into smaller groups, and then they receive a special bag with a few different textures inside it. These textures are contrasting – Free, bound, rough, smooth, wiggly, straight. The dancers work with these objects to create structured improvisations, pieces that encourage them to work with each other and with the materials. Encourage students to remember all the wonderful movement they can bring into their dances: Levels, directions, relationships, Shapes, Pathways, then allow them to have some time to problem solve. Every dancer needs to have an active role in every dance. Perform these for the group, sometimes in combination, to save time for viewers, and for variety.

Music: Invite students to make sounds themselves, or to request music from the facilitator.

Props: Lunch bags, with a variety of textured materials inside.

Cool Down: Partner mirror, changing leaders, through self space and general space

Music: Music for Creative Dance, Vol II, #10

Resources, Websites, Books, Videos and Music Web Sites for Dance, Education and the Child:

Creative Dance Center, Seattle, WA Classes, workshops and teacher trainings: www.creativedance.org

Dance and the Child International USA (daci USA) promotes dance and the child, irrespective of race, color, gender, religion, national or social origin: www.daci.org

A Statement of Physical Activity Guidelines for Children Birth to Five Years from the American Association of Health, Physical Education, Recreation and Dance: www.aahperd.org/naspe

JABADAO , Based in the UK, an organization dedicated to further research into movement and the mind: <http://www.jabadao.org/devmov/dev.html>

National Dance Educators Organization (NDEO) for info about dance in education, dance educators directory and books and videos: www.ndeo.org

National Dance Association for arts and education standards, books and dance videos: email nda@AAHPERD.org

Brain Growth and Development and the Arts as a Tool for Learning

ACSD : Brain books, teacher resources, conferences, etc: www.acsd.org

The Brain Connection : BrainBuzz, books, resources, articles, etc: www.brainconnection.com

The Brain Store: www.thebrainstore.com - resources by Eric Jensen

Childcare Info-line: brain research and information for parents and caregivers http://www.divine-design.biz/childcareinfo/brain_development.htm

DANA: www.dana.org - brain related matters, including "Arts and the Brain" on NPR.

Early Child: www.earlychildhood.com - info on early childhood education

Love and Logic: www.loveandlogic.com - resources for parents and teachers on class management and care for children

The Learning Brain: www.learningbrain.com - brain research, training tips, future of learning!

National Association for Child Development (NACD): www.nacd.org

Talaris: Brain development 0-3, simple monthly articles on key points of child development: www.talaris.org

Zero to three: useful info on cognitive, emotional and social development <http://www.zerotothree.org/brainwonders/parents.html>

Learning Disabilities and Developmental Movement Therapy:

CDC Child Development Web Site: <http://www.cdc.gov/ncbddd/child/> The Child Development Studies Team within the National Center on Birth Defects and Developmental Disabilities at the U.S. Centers for Disease Control (CDC) encourages you to visit <http://www.cdc.gov/ncbddd/child/> to learn about the Child Development Studies Team's major projects and activities, public health issues in child development, child development milestones, and download Positive Parenting Tips sheets free of charge. You will also find links to more information, resources, and their partners in promoting child development.

Centers for Disease Control's Act Early Campaign: <http://www.cdc.gov/ncbddd/autism/actearly/default.htm>

Attention Deficit Disorder Association (ADDA): www.add.org

Attention Deficit Information Network: www.addinfonetwork.com

American Speech-Language-Hearing Association: www.asha.org

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD): www.chadd.org

Council for Exceptional Children (CEC): www.cec.sped.org

Council for Learning Disabilities (CLD): www.cldinternational.org

Dyslexia Awareness and Resource Center (DARC): www.dyslexiacenter.org

Developmental Movement Therapist Bette LaMont's website: <http://www.developmentalmovement.org/>

International Dyslexia Association (IDA): www.interdys.org

Learning Disabilities Association of Canada (LDAC): www.ldac-taac.ca

National Center for Learning Disabilities (NCLD): www.nclld.org

National Information Center for Children and Youth with Disabilities (NICHCY): www.nichcy.org

Nonverbal Learning Disorders Association (NDLA): www.nlda.org

Northwest Neurodevelopmental Training Center, Florence Scott, Dir., Woodburn, OR: 503-981-0635

Schwab Learning: www.schwablearning.org

Books:

- Bowlby, J. **A Secure Base**. New York, NY: Basic Books, 1988.
- Brandt, R. **Powerful Learning**, www.ascd.org
- Brown, M., Keynes, R., Lumsden, A. **The Developing Brain**. Oxford, UK: Oxford University Press, 2001.
- Conkling, W. **Smart-wiring your baby's brain: What You Can Do To Stimulate Your Child During the First Three Years**. New York, NY: Harper Collins, 2001.
- Doman G. **What To Do About Your Brain Injured Child**. Philadelphia, PA: The Better Baby Press, 1990.
- Dryden G. and Vos, J. **The Learning Revolution**. The Learning Web (800-637-6893), 1999.
- Jensen, E., **Teaching With The Brain In Mind**, ASCD, Alexandria, VA, 1998. www.ascd.org
- Jensen, E., **Arts With the Brain in Mind**, ASCD, Alexandria, VA, 2001.
- Jensen, E., **Learning with the Brain in Mind**, The Brain Store, San Diego, 2000. (Email the author at edubrain@connect.com)
- Gilbert, A. **Creative Dance for All Ages**. Reston, VA: NDA/AAHPERD, 1992.
- Gilbert, A. **Teaching the Three Rs Through Movement**. NDEO, 1977/2002.
- Gopnik, A., Meltzoff, A., Kuhl, P. **The Scientist in the Crib: What Early Learning Tells Us About the Mind**. New York, NY: Harper Collins, 1999.
- Hackney, P. **Making Connections, Total Body Integration Through Bartineff Fundamentals**, Gordon Breach Publishers (Available in paperback from Amazon.com)
- Hannaford, C., **Smart Moves**, Arlington, VA: Great Ocean Publishers, 1995.
- Healy, J. **Your Child's Growing Mind: A Parent's Guide to Learning from Birth to Adolescence**. Garden City, NY: Doubleday, 1987.
- Klaus, M. and P. **The Amazing Newborn**. Reading, MA: Addison-Wesley, 1985.
- Randolph, S. and Heiniger, M., **Kids Learn from the Inside Out**, Available from the authors, 541-575-2413), 1998.
- Ratey, J., **The User's Guide to the Brain**.
- Root-Bernstein, R. and M. **Sparks of Genius: The Thirteen Thinking Tools of the World's Most Creative People**, Houghton Mifflin, 1999.
- Sprenger, M., **Learning and Memory: The Brain in Action**, ACSD, Alexandria, VA, 1999.
- Stern, D. **The Interpersonal World of the Infant**. New York, NY: Basic Books, 1985.
- Sylwester, R. **A Celebration of Neurons: An Educator's Guide to the Human Brain**, www.ascd.org
- Wolf, P., **Brain Matters: Translating Research Into Classroom Practice**, ASCD, 2001. (www.ascd.org)

Videos and Music:

Teaching Creative Dance (video) Anne Green Gilbert, www.creativedance.org, 2002.

BrainDance (video), Anne Green Gilbert, www.creativedance.org, 2003.

MUSIC:

Music for Creative Dance Volumes 1-4. Eric Chappelle. info@ravennaventures.com

I am the Song. Kerri Lynn Nichols. contact@treefrogpro.com

Music for Dancers. Kerri Lynn Nichols. contact@treefrogpro.com

Gradual Motion Peter Jones, PO Box 294, South Hadley, MA 01075

John's Music Center, Seattle, WA, www.johnsmusic.com

© 2003-2007 Rachael Carnes

For more information, for ideas and resources, or to learn how you can build a brain-based movement program in your organization, please contact us at Sparkplug Dance Educational Resources!