



MOVEMORE

Dance. Move. Create

A helpful resource packed full of short creative dance based activities to help get young minds and bodies get active in the home or classroom.

DANCE4

*next
door
dance*

 **Inspire**
Culture | Learning | Libraries

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WHY?

During these times, it's important for a child's mental and physical health, that we keep them active and moving. We appreciate finding the time to plan and fit everything in can be challenging, not to mention exhausting. We understand that during this period young people may be moving less, doing a lot more sitting at their desks and staying indoors.

Dance4 and Inspire Youth Arts have teamed up with Nottingham based dance company Next Door Dance to create a helpful resource to tackle this problem. The tasks and activities can be done in the classroom, keeping students at a safe distance or at home.

WHAT?

MoveMore offers a selection of videos and creative tasks to help get young minds and bodies active and helps address the problem of limited space. MoveMore is not a lesson plan, it's short 5-15 minute videos or tasks you can incorporate into lesson plans or use to wake up bodies and get the mind thinking creatively. We have split the activities into four locations:

- Sitting at a desk** → Activities that can be performed whilst sitting at a desk
- Standing at a desk** → Activities that can be performed whilst standing at a desk
- More Room** → Activities for if you have access to a larger space e.g. a school hall or a clear empty space where children can still social distance
- Working with others** → Activities that can be done in pairs or groups whilst remaining socially distant

Each location will have 4 videos and 4/5 creative tasks.

Videos



The videos will be instructional videos for the children to follow. To access these, simply click on the title and it will take you to a pre-recorded Vimeo film. These can be viewed as many times as necessary, rewind and paused to repeat, pick up bits that were missed or to have a practice.

Tasks



The tasks will be written and ready for you to deliver. MoveMore has included most of the external resources needed to complete the tasks but have stated in the description if you will need to provide anything extra e.g pen and paper.

To help you decide which activities may best suit your children's current needs we have colour coded each of them on difficulty level

All abilities

Intermediate

Confident

You may wish to start with the **All abilities** level and work your way up to **Confident** or you may wish to pick and mix depending on the current needs of your children. The activities are designed to be stand alone therefore you do not need to have done one in order to do the next.

Resource Pack

Attached to *MoveMore* we have created a resource pack which includes a word bank and some handouts that you will need for some of the tasks.

We have also created a list of music tracks that have been tried and tested in a primary setting. We have given each song a description to help you choose the correct mood for some of the tasks you do with your students. You will also need access to YouTube/Spotify for the songs.

LET'S GET GOING!

SITTING AT YOUR DESK

Follow along video's

1. WAKE UP STRETCH

- Music: Lemon Jelly, The Staunton Lick

2. IMAGINARY BALL

- Music: Brass Roots, Good Life

3. BODY PERCUSSION (stages for all levels)

- Follow along with MoveMore

4. LET'S GO SURFING

- Music: Dick Dale, Misirlou

TASKS

Listen | Draw | Dance

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice
- Pen/pencil/coloured pencils or crayons
- Paper

Task instructions:

Play your selected piece of music and ask your students/child to draw what they hear. This could be abstract – using just lines and colours or they may wish to draw a whole picture. They could respond to the speed of the music drawing fast or slow, or they could draw something that the music reminds them of e.g. the sun shining or playing in the park.

Once they have drawn their picture, ask them to look at what they have drawn. Are the lines soft or sharp? What are the kind of shapes they have drawn – circles, squares, triangles? Have they drawn big or small shapes? Have they drawn an action?

Once you have had this discussion, play the music again and ask them to move their body in response to what they have drawn. They may act out an activity e.g. playing in the park, or they can make some of the shapes they have drawn in the space with different body parts.

How you can develop the task:

Once they have played around with their first drawing, ask them to play around with other elements of their movement e.g. making a particular movement bigger or smaller, sharper or softer.

Repeat the exercise using a very different piece of music, ask them to compare what they have drawn and how they move in comparison to their first attempt at the task.

Seasons Dance

What you will need:

- Video explanation of Pina Bausch's 'Seasons March' (provided in the MoveMore resource pack)
- Music found in the MoveMore resource pack, you can also use music of your choice

Task instructions:

Ask the students to watch and learn Pina Bausch's 'Seasons March' – a very simple routine that uses a different movement for each of the seasons.

Ask the students to come up with their own version, finding a movement for each of the seasons and putting them together to make their own 'Seasons March' routine

How you can develop the task:

Ask students to find simple movements for other things such as:

- Planting a flower
- Planting the seed
- Seedling sprouting
- Blossoming
- Dying

This task could also be undertaken in small groups and then performed.

Body Part Dance

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Ask your child to pick one body part, this could be a large body part such as the arm or leg or a smaller body part such as a hand or finger.

Pop on a bit of music and ask them to move this body part and this body part only, teaching them to isolate and focus.

Ask them to play around with speed, quality (sharp, soft etc) levels and size.

Repeat this with other body parts.

How you can develop the task:

Ask them to isolate two to three body parts at a time or switch from one body part to another.

You could ask them to remember some of their favourite moves and put them in an order for them to remember and perform to each other in small groups.

Imaginary Ball

(follow on from the imaginary ball video)

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Imagine a ball placed on the table in front of you. Imagine how big, round and squishy the ball is.

Pick up your imaginary ball and begin to play and explore with all the things your ball can do. The ball could be super bouncy, heavy or very light.

Try to pass your ball from hand to hand making this movement bigger each time. Bounce the ball on the table, throw the ball in the air and catch it or maybe roll the ball down your arm.

Keep playing and discover what else your ball can do.

Once you have played for an appropriate time ask your children to remember their favourite movements and put them in an order they can remember.

Try putting the movements to music and share individually or in small groups.

How you can develop the task:

Ask them to repeat the task but in pairs or small groups asking them to keep passing their balls between each other until they have come up with a short movement phrase they can share with the rest of the group.

STANDING AT YOUR DESK...

Follow along videos

1. **WAKE UP STRETCH**

- Music: Caravan Palace, Cotton Heads

2. **DESK BOUNCE**

- Music: Candido, Jingo

3. **DISCO!**

- Music: Purple Disco Machine, Emotion

4. **HEAD, SHOULDERS, KNEES AND TOES**

- Music: Polo & Pan, Mexicali

TASKS

Write your name. Dance your name.

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.
- Pen and paper

Task instructions:

Ask your child/children to write down their first name in big letters on a piece of paper.

Next, get them to spell their name with body parts. They could draw the shape of the letters in the air with varying body parts (encourage them to choose a different body part for each letter. Body parts used could include the nose, tongue and head.) or they may wish to create a large shape with their whole body that resembles the letters of their name.

How you can develop the task:

You could ask them to spell out their first and second name or maybe their friends name.

Ask them to show their friends or other people and see if people can guess the letters/names they're creating.

Word Bank–Sitting

What you will need:

- A selection of words from the word bank provided, these could be preselected or cut up and chosen by the students
- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Select a minimum of 4 action words from the word bank
Ask the students to use these words as instructions to make a short routine. The whole class could use the same words or students can have their own selection.

You can keep adding words to make the routine longer, asking the students to remember the phrase the longer it gets.

How you can develop the task:

You could add a dynamic to each of the action words so the students have to perform the movements in a certain way – You can find a selection of dynamics to choose from in the word bank provided. The dynamics can be chosen specifically for certain actions or picked at random.

A body part can also be assigned to the actions, again these can be picked specifically or chosen at random. A random selection can often make it more challenging, requiring the student to think outside the box about how certain actions can be performed, for example:

Body Part
Hand

Action
Jump

Dynamic
Slowly

Introduce Yourself

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.
- Pen and paper

Task instructions:

On a piece of paper, ask your students to write a bio about themselves. They could also do this in a picture. Ask them to include basic things such as name and age but you can also get them to include things like sibling or pets if they have any, what their hobbies are, and favourite colour/food. Get creative with what they can include in their bio/picture.

From their bio/picture ask them to create a solo. Remember this is based standing at their desk so encourage them to think more gesturally.

How you can develop the task:

If your students are confident with their 'Introduce Yourself' solo, ask them to perform them one by one and see if any of their peers can interpret their dance and share with everyone anything that they saw or learnt about the student from their solo.

Head, Shoulders, Knees and Toes

(Follow on from video)

What you will need:

- Head, Shoulders, Knees and Toes video from the follow along videos
- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Using the Head, Shoulders, Knees and Toes video, ask your students to create their own movements for each body part and follow the same pattern of moving for counts of 8, 4, 2 and 1.

How you can develop the task:

You could get all the students to perform their versions all at the same time. Equally, you could put them in small groups to work together making their own version.

A LITTLE MORE ROOM...

Follow along videos

1. **CARDIO!**
– Music: Gold Panda, Brazil
2. **STRETCH**
– Music: Moby, Porcelin
3. **PHRASE 1**
– Music: Aganist All Logic, Know You
4. **PHRASE 2**
– Music: Moby, Honey

Dance by chance

What you will need :

- MoveMore word bank
- Dice/a way to randomly pick the words from the word bank
- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions :

Pick a selection of 6 words from the word bank and label them 1-6.

To choose the order of words, roll the dice - the number rolled relates to the numbered word. Students must create a short phrase following the words in the order selected at random. The same word may be selected more than once, this is ok but you could also make the decision to roll again if that happens.

How you can develop the task:

More than 6 words may be selected to make the list longer. They could be picked out of a hat to determine the order instead of rolling a dice.

You could add a list of qualities, again picked at random, to go alongside the action words such as slow, soft, sharp, heavy, light etc. Students will then have to perform the randomly selected action words with these qualities.

Improv!

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Students must move and react to words you call out. Here is a list of words you can use:

Soft
Small
Sharp
Heavy
Big
Tiny
Nervous
Fast
Wobbly
Backwards
Light
Loud
Happy
Sad
Confused
Long

How you can de develop the task:

Ask the students to move in the opposite way to the word you have called e.g if you called out 'Big', the students must move small.

This could also be developed into a game of follow the leader with the person at the front deciding how they would like to move and the rest of the class following.

Tableaus

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Ask students to create a minimum of 4 still images based around a theme of your choice. Once they can remember all 4 images ask them to find ways of linking them together using movement. You could specify how you want them to make the transitions e.g. they must use turns, they must move in slow motion, they must move like robots.

Ideas for themes:

- The seaside
- The fair
- A birthday party
- Festival they celebrate e.g. christmas/diwali/eid etc
- In your house
- The Classroom
- Cooking

How you can develop the task:

Ask the students to come up with their own theme and still images without telling the others. Ask them to share their still images to the rest of the class and ask the others to guess their theme. This task can also be done in groups.

Reaction (improvisation task)

What you will need:

- A list of music varying in styles and tempo, you can choose from the music found in the MoveMore resource pack or we have 4 suggested tracks below to start you off:

- Cotton Heads by Caravan Palace
- Albatross by Fleetwood Mac
- Take California by Propellerheads
- Symphony No.5 in C minor by Beethoven

Task instructions:

For this task simply play a track and ask your students to respond to what they hear.

Try and select contrasting music e.g play a fast and chaotic track followed by something slow and relaxing. There are no right and wrongs to this task. Ask them to respond with how this makes them want to move.

How you can develop the task:

Once they have moved to the task, ask them to list 3 descriptive words that describe the music they have heard. You can repeat this task with different pieces of music from the MoveMore resource pack.

WORKING WITH OTHERS...

TASKS

Pass the Move

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

This task will work in small or large groups. Standing in a circle or around a table, one person does a simple move, (appropriate to the space they have). This move then gets passed around the group with everyone performing the movement, once the move has been passed around the entire group, another person can start again with a new move. Moving like this, one after another, in dance is referred to as 'cannon'.

How you can develop the task:

You could develop this so you have two or more movements being passed at the same time so students have to really concentrate on where each of the moves are in the circle so not to miss their turn.

Stick People

What you will need:

- Print out of stick people bodies provided in the MoveMore resource pack.
- Pencil
- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Working in pairs, each pupil is given the stickman body handout.

Ask each pupil to add the legs and arms to the stickmen in any way they want making their stickmen pull creative and unique poses.

Get two pupils to swap stickmen drawings. They then have to recreate the positions their new stickmen are pulling with their own bodies. Ask them to try and put all the positions together. Memorise and attempt to perform them to music without a break between each of them.

How you can develop the task:

Instead of using the stick people drawings ask pupils to verbally explain the moves and positions they want their partner to perform. They can be as descriptive as they want but you could encourage them to use certain types of words e.g verbs (jump, turn, freeze kick) or similes (move like a jellyfish at a disco!).

Mirrors

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice.

Task instructions:

Working in pairs, taking it in turns, one pupil will be the mover, the other the mirror.

The mover can choose to move however they want but remind them the faster they move the more difficult they are making it for their mirror.

The only thing the mirror has to do is try and copy everything their mover does. The aim is for them to be identical to their mover. Their mover might decide to play games with them, sometimes making it easier sometimes making it harder.

Make sure you swap over the roles when you feel it's necessary to ensure everyone has a go at being a mirror and a mover.

How you can develop the task:

You could ask the movers to concentrate on one body part at a time, either by calling out the body part or asking the pupil to choose which body part they would like to focus on.

A Conversation

What you will need:

- Music found in the MoveMore resource pack. You can also use music of your own choice
- A pen and paper (optional)
- Working in pairs

Task instructions:

Working in pairs, you are going to create a conversation with movement only.

You can begin by either writing down the conversation you want to have on a piece of paper a bit like a script, or you can improvise and make it up as you go along.

First of all look at all the different greeting movements we naturally use e.g. the many different ways we can wave at each other, maybe even use a thumbs up.

After greetings begin to play around with ways of communicating other parts of the conversation using movement only e.g. asking someone how they are, or what have they been doing? Until they've come up with a duet.

Make sure one person goes, then the other like in a verbal conversation.

How you can develop the task:

Begin to add emotions to the movements e.g. they could have an excitable or sad conversation or maybe even an argument. Ask them to pay attention to the way they perform the movement depending on the mood of the conversation.

Follow the leader

What you will need:

- Music found in the MoveMore resource pack, you can also use music of your choice

Task instructions:

Put your students in groups of up to 5 and then get them to stand in a small line, one behind the other.

When the music starts, get them to travel around the space with the person at the front of the line being the leader and making the decision about the movement that the rest of the group will copy.

Really make sure they think about doing moves that the whole group can do, not making it too complicated. If you have multiple groups doing the same task at the same time, making sure the leader keeps their group away from others.

When the music stops, get them to freeze and then swap the leader to the back resulting in the next person in the line becoming the leader.

How you can develop the task:

Ask your student to think about things such as levels, speed and creating interesting pathways with their group.

Tasks from other sections that will also work in a group by simply asking the children to work together to complete the tasks:

- Seasons
- Body part
- Word bank
- Imaginary ball – ask children to play with passing the ball to a partner and creating a short movement phrase they can share with the rest of the group
- Tableaus- still images that can be made in small groups. Students then have to move together from one image to another.

BEYOND MOVEMORE...

We would love to be able to continue supporting you, your school and your students with the MoveMore ethos. Please see the options below in how we can offer further support.

Face to face dance sessions

- The MoveMore team are available to deliver face-to-face sessions in primary schools across Nottingham and Nottinghamshire.

Virtual dance sessions

- While we prefer delivering face-to-face sessions, we understand that currently, this may not be possible. If your school is not allowing outside visitors or if you're not within Nottingham or Nottinghamshire, the MoveMore team can deliver sessions virtually over Zoom delivered as 40 minutes sessions.
- We can also deliver virtual sessions for students that are accessing their learning from home.

CPD training for teachers

- Keep an eye out for these opportunities through [Dance4's website](#). Sessions are aimed at those teaching within primary education settings. The session will give teachers a toolkit of creative dance activities to use with children and young people and how you can incorporate dance into your curriculum.
- If you are a part of an academy and have a number of schools in your trust, there may also be an opportunity for the MoveMore team to come and deliver directly to your trust in a CPD session.

CONTACTS

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Please get in touch if you would like to enquire about any of the beyond MoveMove opportunities or if you require any subtitled versions of the videos.

Equally, we would love to see your students engaging with the MoveMore videos and tasks, so please feel free to send us any footage or photos. Feedback is also welcome!

The MoveMore Team

