

# **NEW VICTORY DANCE ACTIVITIES**

**This chapter provides educator-led activities that engage kids in the fundamentals of dance, exploring movement and creating a virtual dance piece!**



# SIMPLY THE B.E.S.T.

## BODY

### PARTS

HEAD  
ARMS  
HANDS  
PELVIS  
LEGS  
ELBOWS  
ETC.

### SHAPES

CURVED  
STRAIGHT  
ANGULAR  
TWISTED  
SYMMETRIC  
ASYMMETRIC

### RELATIONSHIPS

NEAR  
APART  
ALONE  
AROUND  
BELOW  
BESIDE  
ETC.

### BALANCE

ON  
OFF

## ENERGY

### FLOW

FREE  
BOUND

### WEIGHT

STRONG  
LIGHT

### FORCE

SMOOTH  
SUSTAINED  
SHARP  
SUDDEN

### STILLNESS

ACTIVE  
PASSIVE



## SPACE

### PLACE

GENERAL  
SELF

### SIZE

BIG  
SMALL  
NEAR REACH  
FAR REACH

### LEVEL

HIGH  
MEDIUM  
LOW

### DIRECTION

FORWARD  
BACKWARD  
SIDEWAYS  
DIAGONAL  
UP OR DOWN

### PATHWAY

STRAIGHT  
CURVED  
CIRCULAR  
ZIGZAG

### FOCUS

SINGLE  
MULTI

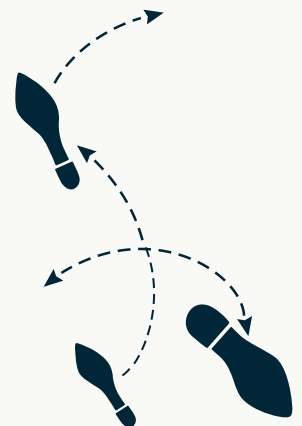
## TIME

### SPEED

SLOW  
FAST  
ACCELERATION  
DECELERATION

### RHYTHM

BREATH  
PULSE



**\*citation:** The Elements of Dance Sets have been created through a partnership of Walker Art Center and Perpich Center for Arts Education using frameworks and tools developed by Diane Aldis for Perpich professional development and outreach programs.

# IT'S A VIRTUAL WARM-UP!

Use this activity to get your kids warmed up and ready to dance!

1. Have your kids come to a standing position. Then, tell them it's time to warm up!
2. Play recorded music to accompany your warm-up and encourage your kids to find the beat of the music.
3. Instruct them to do each of the following moves with you for eight slow counts that are consistent with the beat of the music:
  - Roll your head from your right to left shoulder
  - Roll your head from your left to right shoulder
  - Roll your shoulders backward
  - Roll your shoulders forward
  - Rotate your arms in a circle forward
  - Rotate your arms in a circle backward
  - Roll your hips from right to left
  - Roll your hips from left to right
  - Rotate your right foot from right to left and left to right
  - Rotate your left foot from right to left and left to right
  - Roll your whole body down until you touch your toes: start by rolling your head downward, and then slowly roll down your spine
  - Roll your whole body up until you are back to standing: start by rolling up your spine and then roll your head up
4. Next, choose a different piece of music, giving the opportunity for your kids to find the new beat. Repeat the warm-up on a count of eight that works with the new song.
5. Change the music again. Repeat!

## REFLECTION QUESTIONS

*In what ways can warming up affect the rest of your day?*

*Why do you think dancers might use a warm-up like this one?*

*Do you have a warm-up that you do on a regular basis? When and why?*

*How might you turn this warm-up into a movement piece?*



# SHAPE UP

Have your kids start the process of creating choreography! Use shapes to inspire each kid to put different types of movement into their body. Ready? Let's move!

1. To begin, ask kids to identify different objects or furniture in their homes.
2. Next, tell kids to pick one of these items to inspire movement in different parts of the body. For example: Create a circle using your head (a plate), create a spiral with your knee (a corkscrew), create a triangle with your arm (handle of a teapot), etc.
3. Once kids have their item and have had time to explore this movement with their chosen body part, tell them to pick a different body part and try the same movement with that new body part.  
**Note:** *During this exploration, have them continue to pick new body parts for that movement until they find the one they like the most.*
4. Continue this activity by instructing kids to choose another gesture, movement or shape and put it into a different body part until they once again find what they like the most. Do this two or three times until kids have created three or four dance moves.
5. Then, tell kids to combine these moves into a sequence. Ask them questions like: *Which move comes first? Which is last? How do you transition between the moves?*
6. Give kids time to rehearse their sequence individually. Then, have them share out their four-move dance piece!

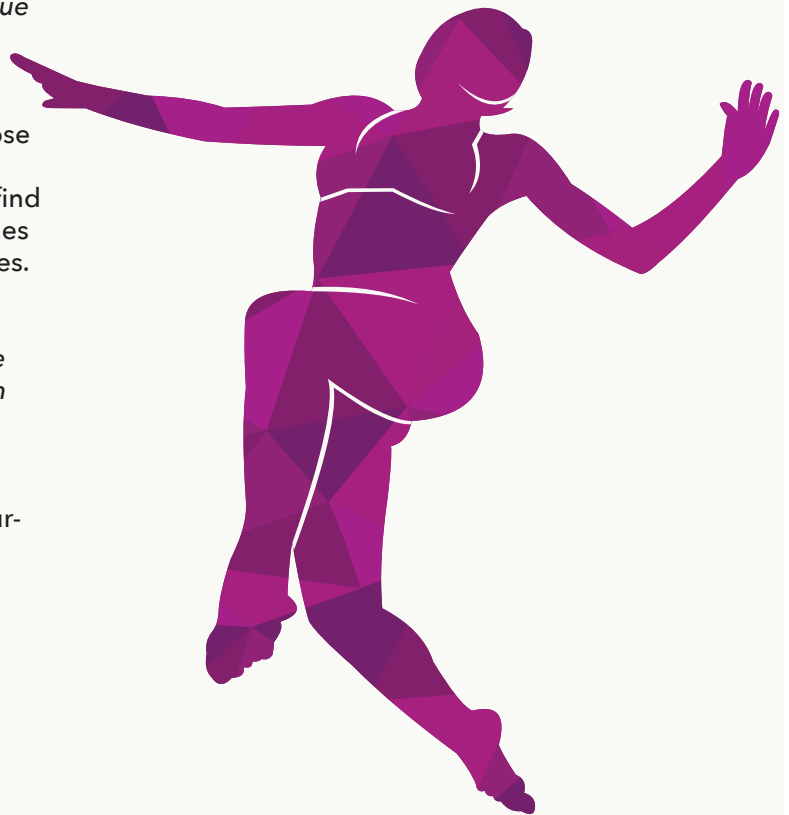
## REFLECTION QUESTIONS

*What was your favorite part of this activity?*

*What was it like to create shapes and movement inspired by objects?*

*What are other methods you can use to create movement?*

*What did you find challenging about this activity?*



# IN THE ZOOM WHERE IT HAPPENS

New Victory Dance has gone virtual and now it's your turn to do the same.  
Work with your kids to create a virtual movement piece!

**Materials Needed:** Virtual meeting space like Zoom, Whiteboard feature enabled, Zoom chat

1. To begin, tell kids that they are going to write and tell a collective short story about what it means to learn and create art in a virtual setting. **Note:** *This activity is about telling a story created by a collective unit of kids. While everyone's voice should be heard, this story should be less about one specific kid and more about the group as a whole as told through one collective voice.*
2. Ask each kid to write one or two sentences about what it's like to experience virtual learning. Then, have them read over what they've written and ask them to consider the emotion(s) they feel when reading it.
3. Tell kids to think about how to convey their text, utilizing the emotions they felt while re-reading their own written text, using their body in three different ways:
  - First, using only facial expressions.
  - Second, using one physical gesture.
  - Third, using one full fluid movement that embodies their emotion(s).
4. Next, work together to combine all of the written elements together into one cohesive story.
5. Now that everyone has contributed to creating a written piece and has had a chance to explore what it means to tell a story through movement, it's time to work together as choreographers to brainstorm the best physical movements to use to tell your story, line by line. **Note:** *Remember that emotions are key in storytelling!*
6. Once the class has come up with choreography, divide the class up into different creative teams: set designers, choreographers, performers (narrators, actors, movers, dancers) and sound designers! Give each team a task, for instance:
  - Set designers should choose a selection of images from the internet that can be used as the virtual backdrop of your movement piece.
  - Choreographers should mold the movements created by the whole group and choose how to use them throughout the piece.
  - Performers should decide who the narrators, movers and dancers are and when and where they speak or dance.
  - Sound designers should choose a piece of music to act as your dance piece's soundtrack!
7. Once it's all been created, record it and post your dance masterpiece for the world to see!

## REFLECTION QUESTIONS

*What surprised you most about this activity?  
How did it feel to work together, virtually, to create a movement piece?  
What changed for you from writing and reading your individual text when it was combined with your co-creator's text?  
How does it feel to turn personal notes into a theatrical dance piece?  
Did you learn anything about yourself or your peers through the creative process?*

# GETTING (SITE) SPECIFIC

Use this activity to guide kids in creating their very own individual site-specific dance pieces!

1. To start, ask kids to walk around their learning space and find a location in which dance wouldn't usually be performed. This location will be known as a "site."
2. Next, ask them to observe all of the objects and architecture in that site.
3. Then, as in the **Activity: Shape Up!**, ask kids to create a series of gestures and shapes with their bodies inspired by their site's objects and architecture.
4. Next, encourage kids to use their physical gestures and shapes as inspiration for creating a sequence of movements reflecting the shapes or the function of the objects and architecture in their site.
5. Finally, have kids share out their movement pieces, via Zoom or other virtual meetup platform, in ways that illustrate how and why their dance can only be performed in their chosen site!
6. After everyone has finished sharing, celebrate everyone's site-specific dance pieces with a communal dance party!

## REFLECTION QUESTIONS

*What surprised you most from this activity?*

*How did it feel to create a site-specific movement piece?*

*Did you learn anything about yourself or your peers in this activity?*

*What did you find most challenging about this activity?*

