

WARM UP AND DEVELOP CO-ORDINATION*

Siyavula Uploaders

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1 ARTS AND CULTURE

2 Grade 5

3 CREATING, INTERPRETING AND PERFORMING

4 Module 14

5 DANCE: Warm up and development co-ordination

Before you can attempt any of the activities you must warm up your body. The warm-up reduces the risk of injury and will make the dances easier to do.

ACTIVITY 1

TO WARM UP THE BODY AND DEVELOP CO-ORDINATION

[LO 1.1]

It will be easier and more fun if you do the warm-up with music. Choose music that is not too fast.

Preparation – stand with feet a hip-width apart, feet facing forward, arms down.

It is important to keep your body alignment in order to isolate the specific muscles that are being warmed up.

Correct body alignment will prevent injuries.

Only move the body parts and muscles prescribed.

Breathing exercise

Inhale through the nose for four counts and lift the arms sideways.

Stretch your spine.

Exhale through your mouth and lower your arms gradually.

Repeat breathing exercise.

Stand with feet hip-width, knees slightly bent, arms at your sides.

Head and neck isolations

Stand with feet hip-width, feet pointing forwards, arms at your sides.

Drop head down, up, side to side (repeat eight times).

Make half circles with your head from right to left, then left to right (repeat eight times).

- do not move any other part of your body;
- keep feet firmly on the floor;
- do not lock your knees.

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Shoulder isolations

Raise right shoulder, then left shoulder alternatively (repeat eight times).
 Rotate right shoulder, then left shoulder alternatively (repeat eight times).
 Combine head and shoulder movements:

- head up, down, right, left, rotate
- shoulders up, down, rotate
- repeat eight times

Keep the rest of the body still

Try to lift the shoulders as high as possible in order for the stretch to be effective.
 Do not move your head, keep your head facing forward.
 Walk on the spot in time to the music for eight beats.
 Walk forward for four beats.
 Walk backwards for four beats.
 Repeat eight times.
 Add arm movements to the walking:

- arms straight up and down to the sides, front, above the head
- arms bent at the elbows lifted up and down to the side, front, down
- swinging of arms forward and back while walking
- circling the arms

Quadriceps warm-up

Stay in one place and lift your knees alternatively up and down.
 Repeat eight times.
 Move forward while lifting the knees - four times.
 Move backwards while lifting the knees – four times.
 Repeat eight times.
 Add arm movements as with the walking.

Hamstring warm-up

Step to the side with your right leg – facing forward – lift your left leg up behind you – bending it at the knee.

Step to the left side – facing forward – lift your right leg up behind you – bending it at the knee.
 Repeat eight times.

Move forward while taking the leg back up – four times.
 Move backwards four times.

Add arm movements.

Jumps

Preparation: press with your whole foot, especially your heels, into the floor (this will give you the strength to push up into the air).

- Stretch your legs and feet.
- Keep your shoulders open and square.
- Keep your body straight.
- Use every muscle in the sole of your foot.
- Work from the heels through to the toes .
- When you land, your toes should touch the floor first .
- Then carefully lower your foot – bending your knees as you land.
- Jump from both feet.
- Bend knees before jumping.
- Straighten knees in mid-jump.

- Land on both feet with knees bent.
 - Jump forward, backwards, right and left.
 - Jump in time to the music.
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- Jump from one foot to the other.

Combination:

- jump four times on both feet.
- jump twice on right foot.
- jump twice on left foot.
- jump forward using alternative feet (four times)
- jump backwards using both feet (four times)
- repeat eight times.

Jump from one foot to the other.

Back warm-up

Bend knees – knees and feet facing forward – buttocks out – place hands on knees – contract back (like a cat) and release (repeat eight times).

ACTIVITY 2

TO IMPROVISE AND CREATE DANCE SEQUENCES: THE CHEERLEADING DANCE

[LO 1.2]

Cheerleading is a fun activity to do and you can perform your cheerleading routine at the next school sports meeting.

1. Execute the following movements to music.

Focus must be placed on:

space (high/low, large/small, forwards/sideways/backwards, near/far, narrow /wide).

time (fast/slow, regular/irregular).

force (strong/light, smooth/percussive).

2. There are five basic body activities: Explore these activities with movement:

travelling (moving from one place to another).

turning (to move around an axis).

elevation (to move to a higher level).

gestures (motion of the hands, head or body to express or emphasise an idea or emotion).

weight transference (to change body weight from one point to another).

The Music:

Choose music with a mid, to fast tempo beat.

“Mickey” from Toni Basil is ideal for this concept.

Listen to the music first before you attempt your movements.

The Pompoms:

If possible, make pompoms – two each – one for each hand.

Simple but effective pompoms can be made from streamers or any strips of fabric, plastic, etc. that will move when handled.

The Dance:

The cheerleading routine should not be more than 3 minutes.

3. Below are a few basic movements for a cheerleading routine.

Stand with your back to the audience (hold 5,6,7,eight).

Turn around with your arms bent on top of each other straight in front of your chest.

Punch forward with your fists.

Turn your arms in a circle, brushing your thighs.

Bring arms back up as in first position.

(Beat 3 and four).

Put your left fist on your chest and your right arm straight out.

Bring your right fist to your chest.

With your arms still bent at the elbows, bring your fists up beside your head.

At the same time bring your head up as well.

Bring your arms down in the same bent fashion as your head.

Touch your toes.

Hold your left arm in a low v.

Punch your right fist at your left hand.

Bring your right fist back to make a low v.

Punch your left fist again.

Bring it back.

Snap your arms to your side.

Kick with your right foot.

Kneel to the right, snapping your right fingers.

Clap.

Step forward and punch your left hand keeping your right fist on your chest.

Turn to the right (your left fist on your chest and your right fist in a t).

Bring hands back to your sides.

Snap behind you with your right hand and bring your hand in front of your face, palm out, fingers together.

Snap behind you with your left hand and bring it in front of your right hand, palm out, fingers together.

Slide your body to the left – turning your head to the left.

Bring hands up to your head and slide them down to your hips.

NB: This is only a short example of choreography. You can change it any way you want. Be creative! Listen to the music and decide which movements you want to do simultaneously or separately.

Add your pompoms to the movements instead of using your fists.

Incorporate jumps, turns, direction changes, travelling.

Explore the possibilities of adding handstands, cartwheels, lifts or dive-rolls to the choreography.

With the help of your educator explore the possibility of building a pyramid.

Add cheering to the routine – e.g. The name of your school, spell the name of your rugby or soccer team, shout appropriate words (yeah! Team! Go! Now! etc.).

The Performance:

Use the T-shirts you made in the Art class as costumes, along with the pompoms.

Perform the routine at the next school sports meeting.

You will find that an audience of strangers will be the first to show their appreciation for all your hard work with smiles and applause.

You may also be pleasantly surprised at how much the audience can motivate you to give your best performance.

ACTIVITY 3

TO COOL DOWN AND STRETCH THE MUSCLES AFTER THE EXECUTION OF THE ACTIVITIES

[LO 1.3]

It is important that you stretch your muscles after every class. If you don't, your muscles will be stiff and sore the next day.

Breathing exercise

Stand with feet a hip-width apart, arms hanging down at sides.

Inhale through the nose raising arms above the head.

Exhale through the mouth dropping arms to sides and bending knees at the same time.

Repeat four times.

Neck stretch:

Raise right arm straight up, put arm over head and touch left side of the head.
Slowly pull the head to the right side towards the right shoulder and drop the left shoulder.

Repeat on left side.

Chest and Arm stretch:

- Take arms straight back and clasp hands behind the back – open chest area – pull arms away from body.

Back and Arm stretch:

Bring arms straight forward – clasp hands – open up shoulder blades – contract abdomen – bend body slightly forward – knees bent – pull arms away from body – drop head.

Hamstring and Calve stretch:

Place one foot forward, extend knee – bend supporting leg – lift toes of extended leg, keeping the heel on the floor – slowly bend the body forward at the waist, keeping the back straight. Repeat on the other side – hold stretch for eight counts.

Quadriceps stretch:

Stand up straight, feet a hip-width apart – lift one foot to the back, bending the knee (heel to buttocks) – keep supporting leg slightly bent – hold and pull foot toward the buttocks with your hand – extend your other arm for balance – hold stretch for eight counts.

Recovery:

Shake all movable body parts.

Bow to your teacher to say thank you for the class.

6 Assessment

LO 1

CREATING, INTERPRETING AND PRESENTING The learner will be able to create, interpret and present work in each of the art forms.

We know this when the learner:

DANCE

1.1 in preparing the body, follows a warm-up ritual that develops co-ordination and control;

1.2 improvises and creates dance sequences that use the concept of contrast, while making clear transitions from one movement or shape to another, focusing on: space (high/low, large/small, forward/sideward/backward, near/far, narrow/wide); time (fast/slow, regular/irregular) force (strong/light, smooth/percussive);

1.3 improves and creates dance sequences that use the concept of contrast, while making clear transitions from one movement or shape to another, focusing on: the movement range of each body part; geometric concepts such as parallel, symmetry, distance, volume and mass, rectangles, pentagon, hexagon, octagon;

1.4 learns and performs steps of an indigenous and/or contemporary dance from South African culture with attention to detail;

DRAMA

1.5 performs simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down;

1.6 responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises;

1.7 uses sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape;

MUSIC

1.8 demonstrates concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments;

1.9 composes and presents a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion;

1.10 improvises and creates music phrases that use repetition, accent, call and response;

1.11 sings songs in long and normal triplet ($\frac{3}{4}$ and $\frac{3}{8}$);

VISUAL ARTS

1.12 designs and creates artworks and craft works which explore the use of natural and geometric shapes and forms in two and three dimensions, in observational work, pattern making and design, and in simple craft objects;

1.13 displays work in the classroom.

7 Memorandum

DANCE/MOVEMENT

Warming up and cooling down.

Exploration of space, time and force.