Differently-abled people and dance*

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ARTS AND CULTURE
Grade 8
CRITICAL AND CREATIVE EXPRESSION
Module 9
DIFFERENTLY-ABLED PEOPLE AND DANCE
DANCE
Activity 1:
To discuss dances focussing on DIFFERENTLY-ABLED PEOPLE AND DANCE
[LO 2.4]
Think back and try to remember this activity you did last term. Fill in the questionnaire below:
1. How did you feel when you were blindfolded and had to move without sight?
How did you feel when you could not hear the music?
How did you feel when you could not use your legs?
Were the movements difficult or easy to execute? Why?
What part of the exercise did you enjoy most? Why?
What part of the exercise did you enjoy the least? Why?
Describe how the disability restricted your execution of the five body activities.
Movement:
Turns:
Elevation:
Gesture:
Transference:
How did the disabilities affect your use of space and floor patterning?
Blindness:
Deafness:
Paraplegic:
Activity 2:
To discuss dances in own social contexts:STRICTLY BALLROOM
[LO 2.2, 2.4]
1. Identification
Your educator will let you view the video Strictly Ballroom.
Point out the different dance styles as they are being executed by the dancers/actors.
Note the following aspects while viewing the dances in the video:
costumes and make-up used for the different dances;
different styles, forms and types of dancing seen in the video;

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role of the male in the dances;
role of the female in the dances;
different music used for different styles and types of dances;
the use of the five basic body movements;
the use of space and floor patterning.
2. The Questionnaire
Complete the questionnaire:
Did you like the dancing in the video? Why? Why not?
Which dance style did you like least? Why?
Which movements do you remember best?
Would you like to learn and do the dance you liked best? Why? Why not?
What is the role of the male when dancing with a female? Which music used in the video did you like best?
What was Scott's problem when dancing in competitions?
How did Scott's dance style differ from Fran's and her family's dance style?
What do you think makes Scott and Fran good dancing partners?
3. Class Discussion
Describe and comment on the dance context of Strictly Ballroom:
actions
qualities
spatial and relationship aspects
form: motif, development, contrast, climax
logical sequencing
overall unity
use of music
costumes
Discuss the following:
the qualities in performance;
possible meanings in relation to the dances they have seen;
make links between:
idea
type of dance
content
form
style
music
production elements
historical/cultural contexts
Assessment

Learning Outcome(LOs)
LU 2
continued on next page

REFLECTINGThe learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.
Assessment Standards(ASs)
We know this when the learner:
COMPOSITE
2.2 discusses how the Arts have contributed and can contribute towards social and cultural change (e.g. as a mirror, in documentaries, as suggestions, commentaries, predictions).
DANCE
2.4 discusses dances in own social, cultural and historical contexts, focusing on gender, disability and power;
DRAMA
2.5 researches human rights and environmental issues and interprets these in small group role-plays;
MUSIC
2.6 listens to and demonstrates how the use of polyphony in African music accords participants equitable space in the making of music;
VISUAL ARTS
2.7 identifies and explains how photography, filmmaking, sculpture and printmaking can document human rights abuses;2.8 comments on composition, style and subject matter in artworks (e.g. landscape, portraits, still-life, public art or resistance art) over time.

Table 1

Memorandum

Activity 1

With this module you have to guide the learner to reflect on his/her experience of Activity 4.2 (Grade 8 Module 2: Dance).

The learners have to fill in the questionnaire provided in Activities for the Learner.

Before attempting this activity the educator must review the activity of the previous Module focussing on the following:

their feelings and emotions during the execution of the activity

the restrictions in applying the five basic body activities:

travel (moving from one place to another)

turn (to move around an axis)

elevation (to move to a higher level)

gesture (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 use of music

creativity

use of repetition, contrast and highlights / climax in the dances created

abilities in creating overall form – sections, transitions and unity in creating the dances

refining and rehearsing of movements

negotiating, planning, selecting and composing the dances
use of structural aspects of the dance: rhythmic patterns and lines
combining separate qualities: strong and fast or gentle and slow
development of sensitivity to rhythm and rhythmic changes
clarity of shape, direction, level and size in performing different actions
exploration of new and different ways to answer the task
developing skills in researching / brainstorming ideas
developing awareness of coherence in relationship of style to the type of dance.

Activity 2

With this activity the learners must be guided to discuss the dances prominent in the video "Strictly Ballroom". This movie, made by an Australian director, contains a variety of dance styles also prominent in South Africa.

Exercise 1: Identification
have the learners view the video.
point out the different dance styles as they are being executed by the dancers/actors.
Notes on "Strictly Ballroom"
Use these notes as a guide when showing the learners the video.
Opening scene: Ballroom Competition – The Waltz
the costumes and make-up
role of man and woman in ballroom-dancing
importance of trust when dancing with a partner
the music: Waltz – $\frac{3}{4}$ time
- take note of the 5 basic body movements and how the dancers use these movements when dancing
2nd dance in Ballroom competition – Samba
The Samba: a Latin-American dance
Costumes and make-up
Music: 4/4 time
Role of partners
Lifts, floor patterns, use of space
- "Scott's" elevation
Dance class scene: Tango
Latin American
- Take note of the differences in the music and dance styles and compare them to the Waltz and Samba
"Scott's" Modern dance
refer to five basic body movements
take note of his strength and fitness while executing his dance
- take note of his use of space and floor patterns
Scott and Fran's duet
different style of dance Fran incorporates into the dance
- Spanish influences
Dance competition: Rumba
- the slower tempo in the Rumba
Fran's house: Paso Double
Spanish dance
- Note the different approach, movements, style, tension and force of the movements