

Controlling the Creative Chaos

Clinician: Kate Kuper

Management Strategies

The Four Tools: Concentration, Body Control, Memory, Imagination

Transition Strategies:

Ready Position, Stand Tall One and All, Take Hands to Make a Circle.

Make a line: I want to see you between my arms.

Finding a space – with props (*yoga squares*) and song – *If I touch you on the shoulder find a spot. (To the tune of If You're Happy and You Know It)*

Teaching Strategies

See, Hear, Say, Do

Show Me!

Pacing Strategies

Layers, not lumps

Activity modeling

- Transitioning from one place to another. Using Imagination: *Down By the Station*
- Responding to Sound Sources. Using Concentration and Body Control: *Drumtalk*
- Using Memory and Sequencing: *Step on the Beat*

Guided Explorations

Activities that give children room to make their own movement choices.

Teaching Skills

- Be able to describe and demonstrate the rules. Scripting help.
- Use a student demonstrator if the activity involves more than one person (e.g. interacting or changing partners)
- When using props (e.g. scarves), demonstrate and describe first, then pass out the scarves (so children will concentrate on the demonstration)
- When working with another person, demonstrate and describe first, before choosing a partner (so children will concentrate on the demo)

Activity modeling

Bongo (music examples from *Brain Bop* and *Songs for Dancing*)

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Pattern Dances/Songs

Activities that require following a specific movement sequence to a beat.

Some pattern dances are teacher-centered with all aspects of the dance laid out by the teacher.

Teaching Skills

- Be able to describe and demonstrate the pattern. Scripting help.
- Be in the present and a little in the future (in your thinking and cuing)
- Feel the speed and evenness of the beat
- Become comfortable with using your voice as an instrument
- Demonstrate one step at a time, then have children repeat that
- Chain on each new idea
- When guiding, provide verbal transitions ahead of time

Pattern dances can also be student-centered where some ideas come from the students and are then used by the whole group as part of the dance. Many pattern dances can be adapted to be more student-centered, creating greater group ownership of the experience.

Additional Teaching Skills

- Be able to provide prompts and choices for student input.
Example: *For this part should we gallop or side slide? Should we clap high or low? Should we turn slowly or quickly?*

Activity modeling

Pattern Dance: *Sodeo* (Moving around the circle line)

Using Visual Supports.

Cuing transitions in a sequence.

Pattern Dance Blend: *Over the Top* (Moving in self and general space)

Relaxation

Resting (From *Songs for Dancing*)

Music Sources: Available through katekuper.com

Drumtalk, and *Sodeo* found on *AlphaBeat*

Down By the Station, *Resting* found on *Songs for Dancing* Music for *Bongo* found on *Songs for Dancing (Free Dance)* or *Brain Bop (Track 11- Montego)*

Step on the Beat and *Over the Top* found on *Step on the Beat*

Resting music found on *Songs for Dancing* (with and without voice prompts) or *Brain Bop* Tracks #13 & #14

Find more ideas for working with Kate's material on her blog:

Let's Talk Creative Dance • <http://creativedanceconversation.wordpress.com/>

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