

## Thinking across the curriculum

*green bean dance seeks to continually develop ways of integrating what children learn in dance into the curriculum as a whole.*

As appropriate, our workshops will incorporate creative ways of thinking about:

1. **Literacy:** green bean dance tell stories through movement. We listen to what other people say, or have said; we try to speak for ourselves as honestly as we can.

We explore the ways in which stories are constructed: improvising  
remembering and repeating,  
reversing  
de- / reconstructing  
varying, developing, expanding  
clarifying and consolidating

**Speaking:** When offering feedback, those who participate in green bean dance workshops will be encouraged to express themselves clearly and appropriately (see green bean dance's Inclusion Statement, paragraph 2.3). Where possible, participants will be encouraged to engage with the specialist vocabulary of dance, enabling them to speak about their experiences more confidently. Over the course of each workshop, pupils will be given opportunities to develop what they already know, and to reflect upon their opinions and choices

- by **listening** to others in the working environment
  - by **responding** to the work or the opinions of others (→ **PSHE:** working cooperatively as a team)
  - by **writing** about their experience
2. **ICT:** workshop participants will be encouraged to keep an electronic rehearsal diary, in which they can keep a record of what they have learnt and make a note of /develop the evaluative comments discussed in class.

Participants can be encouraged to use the **internet** to find out more about dance in general, or about the specific issues addressed in the workshop. The green bean dance website features links (for pupils and teachers) to useful dance websites which provide, for example, details of upcoming dance events and performances.

**Camera / video camera:** electronic rehearsal diaries can be supplemented with photos and film footage. Photography / film can also be used as an evaluative tool: when making new compositions, dancers can see the work differently through the lens of a camera. They can see how to improve / change what they have done in order to create the desired affect, thereby stimulating a discussion of exactly what they are trying to achieve. We can discuss the impact of the 'camera eye' on how we look at movement, can take time to record movement occurring naturally and compare this with choreographed movement, can explore the ways in which we direct the audience's

attention by recording a composition from different angles. green bean dance can also provide supplementary images (still and moving) of examples of professional work

**Any photos /film footage will be for use *within the school community only*** except where written permission is obtained from the parents/guardians of every individual involved in the workshop.

**Music:** Where workshops take place over a period of time, workshop participants can make decisions about the sound score for the work they produce. By discussing elements they do or do not like from a selection of musical sources, or sounds they produce themselves, pupils will be encouraged to consider fully the relationship between sound and movement. Where time and facilities are available, pupils can then put the decisions they have made into practice by designing and producing their own sound scores on sound-editing software. Alternatively, green bean dance have facilities to be able to put simple scores together in between workshops.

- 3. Music** is integral to green bean dance's working process. Company members will contribute a wide range of music styles to each workshop to support, enhance and inspire the creation of movement. Where possible, this musical range can reflect the diverse social and cultural backgrounds of the workshop participants.

Pupils will be encouraged to discuss the various elements characterising the music of different cultures, habitats, peoples, customs, and eras (→ **History, Geography, Art and Design**). For example, workshop leaders will draw attention to rhythm, tempo, phrasing, texture and instrumentation, and examine the effects that these musical elements have the process of movement-making, and the way in which we read that movement when it is performed. green bean dance can also provide supplementary examples of the ways in which professional companies have used music.

- 4. Science:** workshop participants will be introduced to the ways in which exercise affects the body by noticing these changes in their own bodies. They will be encouraged to notice that exercise causes the heart to work harder (to circulate more blood through the vessels of the body, including through the lungs). As their breathing rate also increases, they will be made aware that the body requires more oxygen during exercise. They will be taught about the importance of warming up the body:

- 'oiling' all of the joints in order to activate the body's suspension system, facilitating safer movement
- encouraging more blood to be sent to the muscles of the body to prepare them for action
- waking up the concentration and therefore the coordination

Similarly, participants will be led through safe cool-down exercises and told about what happens to the body as it comes back to rest.

Pupils will be taught about the importance of exercise (and, where appropriate, of diet) whilst engaging in exciting, challenging activity.

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