

# Manual for Dance and Drama

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## Introduction

### Dance

- *Dance and movement are an inherent part of life and are as natural as breathing.*
- *Dance is an elemental human experience and means of expression.*
- *It begins before words are formed, and it is innate in children before they use language to communicate.*
- *Movement is a natural human response when thoughts or emotions are too overwhelming or cannot be expressed in words.*
- *Children move naturally; they move to get around, to express a thought or a feeling, and they move because moving is joyful and comforting.*
- *They learn dance movement patterns as readily as they learn language. Like language, movement patterns are embedded in young children's culture experiences.*
- *Dance can provide children with this concrete experience as they learn movements and qualities of movements.*



## Drama

- *It is an unique tool to explore and express human feelings.*
- *It is an essential form of behavior in all cultures; it is a fundamental human activity.*
- *According to SACSA framework; “Drama is the enactment of real and imagined events through role play, play making and performance, enabling individuals and groups to explore, shape, and represent ideas, feelings and their consequences in symbolic or dramatic form.”*



Basic warm up exercises like rhythmic movements slow to rhythmic movement of each part of the body in tune with the

music etc.

*The teacher can select any one simple musical rhyme and plan the dance and drama sessions accordingly.*

### **LEVEL-I**

#### **Session 1: (Dance)**

1. Warm Up activities: Clapping in rhythm, Slow movement to the music
2. Rhythmic movement of head in coordination with hands: the movements of head and hands should be taught separately and then combine the two movements to make a dance step .
3. Cooling down/ Relaxing: Simple stretching, bending activities to cool down the children.



**Materials Required:** Slow Music

#### **Session 2: (Drama)**

1. Teacher enacts basic emotions like smiling, crying, angry, sad, happy
2. The children will imitate the teacher.
3. Attaching meaning to the terms used for describing emotions : the teacher should show an expression on his/her face and ask children to name it.

**Materials required:** Videos showing basic emotions

#### **Session 3: (Dance)**

1. Warm Up activities: Clapping in rhythm, Slow movement to the music
2. Rhythmic movement of the upper torso in coordination with hands and head. These movements can even be performed in the sitting posture.
3. Cooling down/ Relaxing: Simple stretching, bending activities to cool down the children.

**Materials required:** simple rhyme.

1. Teacher enacts basic emotions like angry, sad, happy
2. The children will imitate the teacher.
3. Attaching meaning to the terms used for describing emotions: the teacher should show an expression on his/her face and ask children to name it.
4. Recapitulation of all the four basic emotions



**Materials required:** Videos showing basic emotions

#### Session 5: Dance

1. Warm Up activities: Clapping in rhythm, slow movement to the music, jumping on the therapy ball etc.
2. Rhythmic movement of legs in tune to the music.
3. Cooling down/ Relaxing: Simple stretching, bending activities to cool down the children.

**Materials required:** simple music.

#### Session 6: Dance

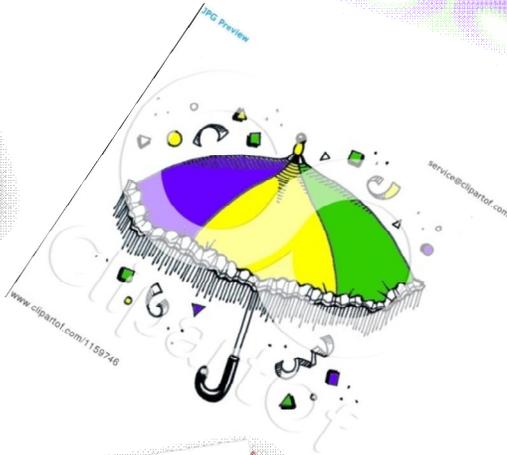
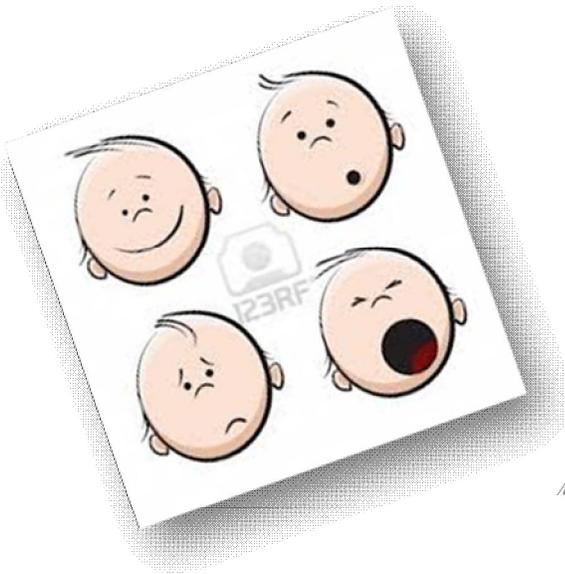
1. Warm Up activities: Clapping in rhythm, Slow movement to the music, Jumping on the therapy ball etc.
2. Combining upper and lower body movements in tune to the music to make a dance move.
3. Cooling down/ Relaxing: Simple stretching, bending activities to cool down the children.

**Materials required:** simple music.

### Session 7: Dance and Drama

1. Putting together all the learnt steps/movements and emotions to enact a musical rhyme.

**Material Required:** Rhyme (Audio), Props



## Level II

As in level-I each dance session would begin with warm up exercises so as to avoid any injury during dancing.

The teacher can select any simple instrumental music with medium tempo.

### Session 1: Dance

1. The session will start with warm up exercises to mobilize all the joints.
2. The teacher will play the music for children to listen and get a feel of the same.
3. Simple leg movements in tune with music will be taught to the children: Hand and other body movements should be avoided so as to reduce confusion. For eg: teaching sliding step with hands tied at the back.

**Note: Maximum of 2 leg movements to be taught in the session so as to avoid confusion regarding steps among children.**

### Session 2: Drama

1. Session starts with recapitulation of the previously learnt emotions in Level-I
2. Teacher enacts emotions like surprise, shyness and fear and elicits responses from children, as to which expression it is, when do they feel this emotion etc.
3. Children should then imitate the above mentioned emotions along with the teacher/caregivers.
4. These emotions will be given names by the parents and explained in their mother tongue using daily examples.

### Session 3: Dance

1. The session will start with warm up exercises and recapitulation of previously learned leg movements.
2. Combining the previously learnt hand and leg movements to make a dance step.
3. Application of the learnt step to a portion of the song.



with music.

#### Session 4: Drama

1. Application of learnt basic emotions in enacting a rhyme.
2. Teacher with the help of caregivers will first enact the rhyme and then the children will be asked to imitate the same.

**Materials Required:** Rhyme C.D. and Props.

#### Session 5: Dance

1. Recapitulation of the learnt dance steps along with music.
2. The learnt emotions will be coordinated with the dance steps so as to give meaning to the song.
3. Recapitulation of the dance steps along with emotions.

**Materials Required:** Rhyme C.D. and Props.

#### Session 6: Drama

1. Enactment of the learnt rhyme by the children without teachers support.

**Materials Required:** Rhyme C.D. and Props.

#### Session 7: Dance

1. Recapitulation of dance steps for first portion of the song.
2. Teacher will then demonstrate steps for the second portion of the song (Hand and leg movements only).
3. The teacher will also enact the emotions for the song.

**Materials Required:** Instrumental Music C.D. and Props.

1. Performance of the learnt dance with emotions.

**Materials Required:** Instrumental music C.D., props and make up kit



### Session 1: Dance

1. Recapitulation of the learnt movements and steps with music.
2. Select any one song for which steps can be taught.
3. Teacher will teach a complex dance step combining both upper and lower body movements taught in level 1 and 2.

**Note: maximum of two complex steps to be taught per session.**

### Session 2: Drama

1. Recapitulation of the learnt emotions.
2. Teacher imitates actions of family members, animals etc.

**Materials required:** Models, Picture cards, Video and PPT.

### Session 3: Dance

1. Recapitulation of the learnt movements and steps with music learnt in session 1.
2. Teacher will teach a complex dance step combining both upper and lower body movements for the second half of the song.

**Note: Maximum of two complex steps to be taught per session.**



### Session 4: Drama

1. Recapitulation of learnt imitations.
2. Teacher imitates actions of some professionals like vegetable vendor, doctor, Police, Driver, Teacher etc. and asks children to imitate the same.
3. Teacher should divide children in groups of 4-5 and give a theme to perform a small skit.

**Materials required:** Models, Picture cards, Video and PPT.

1. Recapitulation learnt steps from session 1 and session 3.
2. Teacher will teach the children emotions to be enacted while dancing for the song.
3. Children will perform the dance steps along with emotions

### Session 6: Drama

1. Children will have to perform a small skit group wise without teacher's help.

**Materials Required:** Props, Make-up Kit, and Songs/Music (If required)



### Session 7: Dance

1. Children will perform dance on the full song along with emotions and steps learnt in Level III.

**Materials Required:** Songs, Props, Dresses, Make Up Kit.



## LEVEL-IV

This level would include specific dance forms and skits on selected themes.

The following list of dances can be selected as per the group interest:

- Clap Dance
- Line Dance
- Dancing within a specified boundary:  
Circle, Square etc.
- Pair Dance
- Group Dance
- Prop Dance: Dandiya, Umbrella, Ribbon,  
Balloon etc...



The following are examples of themes which can be selected for doing simple drama/skit:

- Vegetable market
- School
- Hospital
- Accident
- Moral stories
- Skit on use of  
good habits, etc.





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