



# CREATIVE DANCE

**Physical Education Section  
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# CREATIVE DANCE

This Creative Dance Booklet is one of the five booklets in the Dance Learning and Teaching Package. Its contents are as follows:

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## 2.1 General Note

This curriculum is designed with reference to the 16 basic movement themes of the Laban body movement analysis (Laban, 1960) and was named “Modern Educational Dance”. As early as in 1975, Modern Educational Dance was included in the Hong Kong physical education curriculum for primary and secondary schools. From 1975 to 1988, the content and name of this learning unit were revised several times. The name Creative Dance first appeared in 1985. No matter which name is used, Modern Educational Dance or Creative Dance, the learning content is derived from the 16 basic themes of Laban Movement Analysis (LMA) (Laban, 1960).

Creative Dance is characterised by unconstrained dance steps, formation, gestures and style. In Creative Dance classes, teachers emphasise on innovation and stimulation. The learning content and teaching strategy of Creative Dance are derived from the Movement Education approach that prompts students to explore and experiment. In the process, the students interpret and respond to the questions raised by the teacher, using the body as a medium of expression.

### 2.1.1 Movement Concept

The learning content of this booklet is based on the 16 LMA themes (Laban, 1960). Table 2.1 shows the four elements (i.e. body, effort, space and relationship) and their variations (i.e. themes) supporting all body movements, under the LMA framework.

Element	Theme				
Body	<b>Body shape</b>			<b>Body parts</b>	
	<ul style="list-style-type: none"> <li>• Straight / Curve / Tucked / Twisted</li> <li>• Wide / Narrow</li> <li>• Symmetrical / Asymmetrical</li> <li>• Combination of the above body shapes</li> </ul>			<ul style="list-style-type: none"> <li>• Hand</li> <li>• Foot</li> <li>• Knee</li> <li>• Head</li> <li>• Back</li> <li>• Combination of the above body parts</li> </ul>	
Effort	<b>Time</b>		<b>Force</b>		<b>Flow</b>
	<ul style="list-style-type: none"> <li>• Quick / Slow</li> </ul>		<ul style="list-style-type: none"> <li>• Strong / Light</li> </ul>		<ul style="list-style-type: none"> <li>• Bound / Free</li> </ul>
Space	<b>Territories</b>	<b>Extensions</b>	<b>Directions</b>		<b>Levels</b>
	<ul style="list-style-type: none"> <li>• Self space / General space</li> </ul>	<ul style="list-style-type: none"> <li>• Large / Small</li> <li>• Far / Close</li> </ul>	<ul style="list-style-type: none"> <li>• Up / Down</li> <li>• Forward / Backward</li> <li>• Left / Right</li> <li>• Clockwise / Anticlockwise</li> </ul>		<ul style="list-style-type: none"> <li>• Low</li> <li>• Middle</li> <li>• High</li> </ul>
Relationship	<b>Object</b>		<b>Organisation</b>		<b>Action</b>
	<ul style="list-style-type: none"> <li>• Among body parts / With partner(s) / With apparatus</li> </ul>		<ul style="list-style-type: none"> <li>• Solo / Duet / Group</li> </ul>		<ul style="list-style-type: none"> <li>• Leading / Following / Mirroring / Matching / Synchronising / Contrasting</li> <li>• Over / Under / Along</li> <li>• On top / Below</li> <li>• Near / Far</li> <li>• In front of / Behind</li> <li>• Meeting / Parting</li> <li>• Nearby / Around / Alongside</li> </ul>

## 2.1 Laban Movement Analysis Frameworks

## 2.1.2 Choreography Principles

When choreographing, the teacher may refer to the following principles:

### 1. Motif development

e.g. Repetition  
Improvisation  
Accumulation  
Canon

### 2. Sentence structure

Beginning, Middle, Ending

### 3. Paragraph structure

Rondo - ABACA....A

(A is a common part and it is repeated in each paragraph; B and C are unique parts and they appear in other paragraphs.)

### 4. Story structure

Narrative, Abstract

## 2.2 Learning Content

The learning content of this booklet is based on LMA (Laban 1960). Suggestions are made here to demonstrate how to interpret the various learning themes. For example, in the suggested Level 1 activity, students are enabled to conceive the abstract concept of spatial patterns through observing the aerial pathways of paper airplanes and working on tasks associating with the taking off and landing of paper airplanes. These activities are interesting, within students' capacity, and more effective for achieving the learning objectives. Teachers may use the CD ROM, which is showing the episodes of Creative Dance attached to this booklet, to design tailor-made teaching programmes that suit their needs.

### 2.2.1 Level 1

Theme	Sub-theme	Life Source / Creation Concept	Suggested Music
<b>Action:</b> 1. Walk, Run, Jump and Freeze 2. Pony Gallop 3. Open and close	<ul style="list-style-type: none"> <li>• Sense of Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Horse riding</li> <li>• Twinkle Star</li> </ul>	<ul style="list-style-type: none"> <li>• UN TAL Jazz 1 - 3</li> <li>• Motor Skills 1, 13</li> <li>• Motor Skills 27, 35</li> <li>• E1 Cabaret Galactic 11, 18</li> </ul>
<b>Body:</b> 1. Body parts 2. Joints and body movement	<ul style="list-style-type: none"> <li>• Mirroring</li> <li>• Repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Mirroring-like Movement</li> <li>• Operating Machine</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Cabaret Galactic 4</li> <li>• E1 Cabaret Galactic 21</li> </ul>
<b>Effort:</b> 4 beats (including hands and feet)	<ul style="list-style-type: none"> <li>• Movement Invention</li> </ul>		<ul style="list-style-type: none"> <li>• Motor Skills 3, 8</li> </ul>
<b>Space:</b> 1. Aerial directions and shapes 2. Pathways	<ul style="list-style-type: none"> <li>• Effort Application</li> <li>• Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Paper Airplane</li> <li>• Plans for Treasure Hunting</li> </ul>	<ul style="list-style-type: none"> <li>• UN TAL Jazz 3, 14</li> <li>• Motor Skills 8 - 10, 23</li> </ul>

## 2.2.2 Level 2

Theme	Sub-theme	Life Source / Creation Concept	Suggested Music
<b>Action:</b> 1. Walk, Jump, Turn and Freeze 2. Hop	<ul style="list-style-type: none"> <li>• Accumulation / Repetition of movement phrase</li> <li>• Body parts</li> </ul>		<ul style="list-style-type: none"> <li>• UN TAL Jazz 1 - 3</li> <li>• Motor Skills 1 - 3</li> </ul>
<b>Effort:</b> 1. Speed of Falling and Rising (slow / fast movements) 2. Strong and Direct (striking)	<ul style="list-style-type: none"> <li>• Rise / Fall</li> <li>• Whole and parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Snowman</li> <li>• Boxing</li> </ul>	<ul style="list-style-type: none"> <li>• Motor Skills 13, 35, 36</li> <li>• UN TAL Jazz 14</li> </ul>
<b>Space:</b> 1. Large / Small 2. High / Middle / Low	<ul style="list-style-type: none"> <li>• Breathing / Shape</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Blowing a balloon</li> <li>• Puppet</li> </ul>	<ul style="list-style-type: none"> <li>• Motor Skills 24, 27, 28</li> <li>• E1 Cabaret Galactic 19, 21</li> </ul>
<b>Relationship:</b> Body contact with partner(s)	<ul style="list-style-type: none"> <li>• Cooperation and Body Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Colour Stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Motor Skills 13, 14</li> <li>• UN TAL Jazz 2, 4</li> </ul>

## 2.2.3 Level 3

Theme	Sub-theme	Life Source / Creation Concept	Suggested Music
<b>Action:</b> 1. Skating 2. Gesture	<ul style="list-style-type: none"> <li>• Story base structure</li> </ul>	<ul style="list-style-type: none"> <li>• Ice-skating</li> <li>• Playing basketball / Queuing for a bus</li> </ul>	<ul style="list-style-type: none"> <li>• Motor Skills 14, 27 - 29</li> <li>• UN TAL Jazz 1</li> <li>• E1 Cabaret Galactic 3</li> <li>• UN TAL Jazz 14</li> </ul>
<b>Body:</b> Symmetrical and Asymmetrical	<ul style="list-style-type: none"> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Paper cutting</li> </ul>	<ul style="list-style-type: none"> <li>• UN TAL Jazz 2, 4, 8</li> </ul>
<b>Space:</b> Below / Above / Passing	<ul style="list-style-type: none"> <li>• Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Tightrope walk</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Cabaret Galactic 3, 13</li> <li>• UN TAL Jazz 3</li> </ul>
<b>Relationship:</b> Interaction between two forces	<ul style="list-style-type: none"> <li>• Weight awareness when contact with partner(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Balloon</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Cabaret Galactic 11, 13</li> </ul>



## 2.3 Classroom Organisation and Teaching Strategies

When teaching Creative Dance in Physical Education (PE) lessons, the arrangements and class organisation should be the same as ordinary PE lessons. In view of the large number of students involved, teachers need to pay special attention to safety, participation opportunities and the amount of physical activity.

The major teaching strategy of Creative Dance is the Discovery Learning Method. Sometimes, teachers may also use Direct Teaching Method and give clear instructions on which movements to do or what movement themes to apply. When students have acquired the basic skills, they should be challenged to develop creative movements appropriate to their ability, under specific themes.

The teaching of Creative Dance inspires students to formulate innovative ideas. Some teachers in the past, however, mainly asked students to imitate. This restricted creative thinking. It would be better if students, instead of just moving their arms up and down to imitate a bird flapping its wings, also imagine how birds fly in the sky along a certain aerial pathway. By doing so, students could imagine changes in shapes. For example, in the suggested Level 1 activity, students are given the chance to fly as a paper airplane. This enables students to understand and see vividly the shapes of the flight, as well as its taking off and landing. They can then associate the actions with other movements. Students are able to do so and it is more interesting than merely expressing aerial shapes with their bodies.

In the learning process, teachers should encourage students to ask questions, then give comments and make suggestions to the questions. Ultimately students are guided to formulate their own ideas from learned experience. Throughout the learning process, teachers do not need to require students to perform a fixed and uniform movement. Instead, the activity design is student-centred and takes into account the individual differences. As such, students should be able to know themselves better, challenge themselves, and gain valuable and pleasant experiences.



## 2.4 Examples of Classroom Teaching

### 2.4.1 Example 1: Space - Aerial Pathways and Shapes

(This lesson plan has been successfully tried out in a school. Other teachers may make necessary adjustments to suit their students' needs, interests, and abilities as well as to their own readiness and school's situation.)

#### **Learning objectives**

Upon completion of the lesson, students should be able to:

- Express body shape or level of contrast for each movement
- Express control over effort
- Demonstrate different movement pathways
- Demonstrate clear starting and ending poses

#### **Learning level**

- Level 1

#### **Number of lessons**

- 4

#### **School background**

- A co-education primary school

#### **Life source / Creation concept**

- Paper airplane

#### **Suggested music**

- UN TAL Jazz 3, 14



## Learning Content

### 1<sup>st</sup> lesson

	Description
<b>Introductory Activity</b>	<ol style="list-style-type: none"> <li>1. Hold a paper airplane, pass it over different parts of the body, and imagine that it is flying to and fro</li> <li>2. Same as (1) but using another hand to hold the paper airplane</li> </ol>
<b>Theme Development</b>	<ol style="list-style-type: none"> <li>1. In groups of four, two students on each side facing each other</li> <li>2. Taking turns, throw the airplane to the opposite side</li> <li>3. Walk forward with airplanes</li> <li>4. Place the airplane aside, walk forward taking the lead with extended arms</li> <li>5. Imagine that one is an airplane, with arms stretched sideways as wings, pretending to fly in different directions and at different heights</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. The teacher divides the venue into four areas, each area accommodates about ten students; each time there are five students performing the same movements</li> <li>2. Students design their flying direction and fly in the specified areas</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts</li> <li>2. arranges students to return all equipment</li> <li>3. introduces stretching exercise</li> </ol>

### 2<sup>nd</sup> lesson

	Description
<b>Introductory Activity</b>	Follow the pathway of the airplanes thrown by the teacher, and students move along with music, in different effort
<b>Theme Development</b>	Perform different aerial styles such as floating, rotating, falling, accelerating forward and turning in high speed
<b>Application</b>	The teacher divides the venue in four quadrants, each quadrants accommodates about ten students, then ask five students to start flying with their own designed aerial styles to and fro freely
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts</li> <li>2. praises students' creativity</li> <li>3. introduces stretching exercise</li> </ol>

3<sup>rd</sup> lesson

	Description
<b>Introductory Activity</b>	<ol style="list-style-type: none"> <li>1. The teacher demonstrates the taking off and landing of an airplane</li> <li>2. Students practise flying in a curve, straight line or to the diagonal point</li> </ol>
<b>Theme Development</b>	<ol style="list-style-type: none"> <li>1. The class is divided into four groups (A, B, C and D). Each group is flying to the diagonal corner and back to the starting point according to the instruction of the teacher</li> <li>2. Groups A and C take off first while Groups B and D observe and appreciate</li> <li>3. Repeat (2), Groups B and D repeats what Group A and C have done</li> </ol> <div style="text-align: center;"> <p>A square diagram with vertices labeled A (top-left), B (top-right), C (bottom-right), and D (bottom-left). Each vertex has a small airplane icon. An arrow points from B to the text "Sits and observes", and another arrow points from D to the text "Sits and observes".</p> </div>
<b>Application</b>	The teacher divides the venue into four areas, each area accommodates about ten students with five students start first; each student group chooses their own starting point, destination and aerial shapes of their own design
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts</li> <li>2. praises students' creativity</li> <li>3. introduces stretching exercise</li> </ol>



4<sup>th</sup> lesson

	Description
<b>Introductory Activity</b>	<ol style="list-style-type: none"> <li>1. The class is divided into groups of six, with two on each side, facing each other</li> <li>2. Students throw their paper airplanes to their partners, repeat the practice and record the shapes or directions</li> </ol>
<b>Theme Development</b>	The teacher divides the venue into four areas, each area accommodates about ten students with five students starting first according to their designed aerial pathways, shapes, styles, starting point and destination
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Practice in groups the movements of their own design</li> <li>2. In groups, watch the special or unique combinations of movements that are identified by the teacher; learn to appreciate each other</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts and emphasises the importance of cooperation with partners</li> <li>2. praises students' creativity</li> <li>3. introduces stretching exercise</li> </ol>



## 2.4.2 Example 2: Relationship - Body Contact with Partners through Touching Different Body Parts

(This lesson plan has been successfully tried out in a school. Other teachers may make necessary adjustments to suit their students' needs, interests, and abilities as well as to their own readiness and school's situation.)

### Learning objectives

Upon completion of the lesson, students should be able to:

- Display different shapes by using pivotal points of the body
- Actively collaborate with others

### Learning level

- Level 2

### Number of lessons

- 2

### School background

- A co-education primary school

### Life source / Creation concept

- Magnet (can be replaced by colour stickers)

### Suggested music

- Motor Skills 13, 14



## Learning Content

### 1<sup>st</sup> lesson

	Description
<b>Introductory Activity</b>	<ol style="list-style-type: none"> <li>1. Students clap hands with music to master the rhythm</li> <li>2. Move around on the floor according to the rhythm, using self-selected movements</li> </ol>
<b>Theme Development</b>	<ol style="list-style-type: none"> <li>1. Put the colour stickers onto the inner part of their palm, stand in two rows and walk to the centre in 8 beats of music according to the teacher's command</li> <li>2. Change body shapes and ways of movements at will when walking to the centre</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. In groups of two, stand on two lines; When the teacher calls out the colour, walk to the centre as if being attracted by magnet in a circular direction</li> <li>2. Watch and appreciate the special or unique movement combinations identified by the teacher; repeat this drill</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts and emphasises the importance of cooperation with partners</li> <li>2. praises students' creativity</li> <li>3. arranges students to return equipment</li> <li>4. introduces stretching exercise</li> </ol>



2<sup>nd</sup> lesson

	Description
<b>Introductory Activity</b>	<ol style="list-style-type: none"> <li>1. Receive two stickers of different colours from the teacher, and place them on the inner part of the palm and on the shoulder</li> <li>2. Move on the floor; when the music stops, gather together according to the colour that the teacher calls</li> </ol>
<b>Theme Development</b>	<ol style="list-style-type: none"> <li>1. Move in the first 8 beats of music to look for a partner who has the same colour and perform body contact</li> <li>2. Repeat (1), and ensure that, when two students contact, there should be two or more contact points</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Divide students in groups of five or six and form a circle; one of them (Student A) walks around to make a complete outer circle and invites another student of the group (Student B) to join in and move on the same track in different body contact points</li> <li>2. Student B plays the role of Student A, repeating the same until all students have played the role of Student A</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. reinforces the learned concepts and emphasises the importance of collaboration with partners</li> <li>2. arranges students to return equipment</li> <li>3. introduces stretching exercise</li> </ol>





### 2.4.3 Example 3: Action - Skating

(This lesson plan has been successfully tried out in a school. Other teachers may make necessary adjustments to suit their students' needs, interests, and abilities as well as to their own readiness and school's situation.)

#### **Learning objectives**

Upon completion of the lesson, students should be able to:

- Master skating skills
- Demonstrate the applications of different space and effort
- Learn to appreciate performance of each other
- Actively cooperate with others

#### **Learning level**

- Level 3

#### **Number of lessons**

- 2

#### **School background**

- A co-education primary school

#### **Life events / Creativity concept**

- Skating

#### **Suggested music**

- Motor Skills 14, 27

## Learning Content

### 1st lesson

	Description
<b>Introductory Activity</b>	The Teacher asks students questions about skating to motivate students' to create/imagine
<b>Theme Development</b>	<ol style="list-style-type: none"> <li>1. The theme: skating poise - sunk body, bent knees and open feet</li> <li>2. Watch the teacher's demonstration of putting the right foot to the front and skating forward; repeat the drill in groups of 6 and in a line by skating to the far end with the right foot and then the left foot</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. In groups of two, facing each other and hand in hand; one of the students plays the role of a coach and leads the partner to skate in between the space; the partner skates slightly to the diagonal point, then members in the change roles</li> <li>2. In groups of four; one of the students plays the role of a coach and leads the group with the rear member placing hands round waist or shoulder of the one in the front</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts</li> <li>2. praises students' cooperation with partners</li> <li>3. introduces stretching exercise</li> </ol>



2<sup>nd</sup> lesson





	Description
<b>Introductory Activity</b>	Practise the skating skill
<b>Theme Development</b>	<ol style="list-style-type: none"> <li>1. Move forward, backward, to the left and right, by skating in between the space</li> <li>2. Pay attention to the control of effort e.g. fast, slow, strong and light</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. In groups, design movements and practise</li> <li>2. Appreciate the design that the teacher considers special or unique in combinations</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. asks students questions to reinforce the learned concepts</li> <li>2. praises students' creativity</li> <li>3. introduces stretching exercise</li> </ol>



## 2.5 Assessment

Curriculum, teaching and assessment are complementary components in the process of learning. Assessment not only evaluates learning outcome but also enhances learning. Effective assessment can reflect students' strengths and areas for improvement. It, moreover, can identify the appropriate way to enhance learning effectiveness, such as adjusting individual learning goals and pace. Below is an example of assessment form. Teachers may adopt the form with modifications as appropriate.

### Sample Assessment Form (Teacher Assessment / Self Assessment / Peer Assessment)

Level ( 2 )	Theme: <b>Strong and Direct (Strike)</b>			
Name: <b>CHAN TAI MAN</b>	Class: <b>3B</b>		Class number: <b>33</b>	
Assessment Criteria	Put a “✓” in the appropriate box			
	Fully achieved 	Often achieved 	Occasionally achieved 	Improvement expected 
1. Smooth flow	✓			
2. Matching movement with music		✓		
3. Ability to use body parts or shapes to express concepts			✓	
4. Ability to use space	✓			
5. Control of effort			✓	
6. Demonstrating relation with partner(s)		✓		
7. Involvement in performance		✓		
8. Creativity				✓
9. Simplicity in design (individual or group)			✓	

Teachers may add or delete certain criteria wherever appropriate.

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Sharon Lutheran School

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