

教育局 體育組 /
香港教育學院 健康與體育學系

體育教師暑期學校2010
校本經驗分享

Promoting all round development
through dance - Experience of
Creative Secondary School 2010

講題：啓思中學經驗分享 – 透
過舞蹈以推展全人教育 2010

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Global Desk

日期：二零一零年七月三日
地點：香港教育學院

Layout (編排)

1.



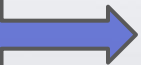
Formal curriculum (正規課程)

2.



Extended curriculum (延伸的課程)

3.



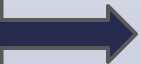
Strategies (策略)

4.



Future plan (未來計畫)

5.



Mr. Wu's Sharing (胡浩銓老師之分享)

6.



Q & A (答問及分享)



1. Formal curriculum(正規課程)

Scope & sequence (教學範圍及順序)

F.1

- Term 1: Introduction of dance 舞蹈介紹 (Elements of dance 舞蹈元素)
- Term 2: Rope skipping 跳繩

F.2

- Term 1: Artistic Gymnastics 競技體操 (Focus on Floor exercise 自由體操為主)
- Term 2: Jazz Dance 爵士舞

F.3

- Term 1: Sports Aerobics 健美操
- Term 2: Sports Dance– Cha Cha Cha 體育舞蹈--喳喳

F.4

- Term 1: Creative Dance 創作舞 (Final IB MYP assessment: select their music, costumes & moves to express a theme)
- Term 2: Artistic Gymnastics 競技體操 (Focus on Vaulting 鞍馬為主)

Final IB MYP assessment



Elements of dance (舞蹈元素)

What?			Where?		
Body Awareness					
Locomotor		Non-Locomotor			
walk	run	bend	push		
jump	hop	stretch	pull		
roll	climb	twist	rock		
slide	skip	swing	balance		
waltz	gallop	melt	shake		
Body Base		Body Shape	Body Parts		
standing	stretched	head			
sitting	curled	shoulders			
kneeling	twisted	legs			
lying	angular	arms			
	symmetrical	elbows			
	asymmetrical	fingers			
		wrists			
		knees			
		ankles			
		toes			
Space					
Level	Range	Place			
high	near	personal			
medium	far	general			
low	big				
Direction	small				
forward	Pathway				
backward	in the air				
right / left	on the floor				
up / down	straight				
Focus	curved				
fixed	zigzag				
moving	irregular				
single					
multi					



Element of dance (舞蹈元素)

When and How?			
Time		Energy	
Tempo	Accent	Weight	Flow
fast	emphasis	firm	free
slow	Rhythm	light	bound
increasing	steady	soft	
decreasing	pattern	strong	
Duration	breath	weak	
long	irregular	heavy	
short			
Beat		Quality	
underlying pulse		sudden	vibratory
		sharp	sustained
		percussive	erratic
		smooth	explosive
		delicate	collapse

With Whom or What?			
Relationships			
individual	pair	group	
objects and environments			
over	under	around	parting
through	beside	behind	linking
towards	away from	near / far	between
meeting	mirroring	matching	connected
copying	shadowing	contrasting	in / out
alone	scattering	gathering	on / off
	action	reaction	simultaneous
	unison	canon	successive



International Baccalaureate (IB) 國際文憑 Middle Year Programme (MYP) 中學項目

- 4 Criteria

Criteria 標準	Items 項目	Max. Level 最高成績水準
Criterion A 標準A	Use of knowledge 知識運用	Max. 8 最高成績水準 8
Criterion B 標準B	Movement composition 動作編排	Max. 6 最高成績水準 6
Criterion C 標準C	Performance 表演	Max. 10 最高成績水準 10
Criterion D 標準D	Social skills and personal engagement 社交技能和個人投入	Max. 8 最高成績水準 8



Criterion B– Movement Composition 標準B：動作編排

Achievement level: 5–6

Descriptors:

- The student **selects, adapts and creates a wide range** of aesthetic moves that are **appropriate** to the requirements of the task.

學生選擇、改編和創造了一系列廣泛的、符合作業要求的具有美感的動作。

- The sequence shows a **sophisticated use** of space, time, level, force and flow.

動作序列顯示出對空間、時間、高度、力量和銜接技巧的嫻熟利用。

- The composition is **coherent**, and shows **aspects of imagination, creativity and style**.

動作編排具有連貫性，並顯示出各個方面的想像力、創造力和風格。



Criterion C: Performance (標準C：表演)

Achievement level: 9–10

Descriptor:

- The student shows a **high level of competence in both basic and complex** moves, skills and techniques in the performance or playing situation.

在表演或比賽中，學生表現出高水準地**掌握了基本的和複雜的**動作、技能和技巧。

- The student performs with a high degree of precision, synchronization, energy, **style and flair**.

學生的表演**高度精確、同步、充滿活力**，顯示出**風格和才氣**。

- (The student **applies** movement concepts, tactics, strategies and rules **in a critical and effective manner**.)

學生以**批判而有效的方式**應用了動作概念、戰術、策略和規則。)



Assignment guideline (功課指引)

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Paragraph

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CREATIVE SECONDARY SCHOOL
PHYSICAL EDUCATION
F.4 CREATIVE DANCE

NAME: _____ HOUSE: _____

Guiding Question: How are your moves and shapes related to messages?
Area of interaction: Human Ingenuity

Criterion B: Movement Composition (Maximum 6)
Criterion C: Performance (Maximum 10)
Criterion D: Social Skills and Personal Engagement (Maximum 8)

Task
Choreograph (including keeping a composition journal and a choreography write-up), perform & evaluate a 2 minutes Creative Dance routine in a group of 2-3 of your own. You may use movements from other routines you have been taught in the Creative Dance unit, combined with your own creative steps to choreograph a new original Creative Dance routine.

When you design your sequence you need to consider ...

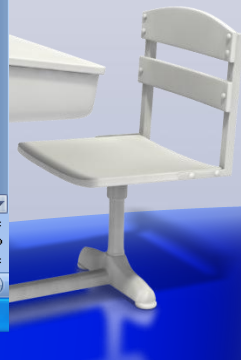
- The use of space, direction, rhythm, travel, lever, unilateral/bilateral and plane
- Does the choreography display creativity, imagination & style
- Select, create and adapt a wide range of movements and formation to express a story or theme
- Is the composition coherent (have the dance movements been selected in a logical order that ensures smooth transition)

Reflection and Evaluation
You are required to write a page reflection/evaluation on your routine. The following questions should be answered.

1. State your individual contribution to the compositional process.
2. How did you and your partner go about composing and perfecting your routine?
3. Was this a successful method of composition and practice? Why/ why not?
4. Which parts of the combined routine did you compose individually? (Insert the pictures to describe the movements are recommended.) Where did you get your ideas from?
5. What challenges were you confronted with during the process of composition and performance?
6. In completion of the exercise, suggest and improvements that you would make if you were to complete this task again?

Page: 1 of 6 Words: 400 English (U.S.) 115%

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Worksheet (工作紙)

F4 Creative Dance journal 1.docx - Microsoft Word

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CREATIVE SECONDARY SCHOOL
PHYSICAL EDUCATION
F.4 CREATIVE DANCE

NAME: _____ HOUSE: _____

7. Answer the unit question "How are your moves and shapes related to messages?" and relate this to your routine. You have to compose a sequence of movement to express a story or a theme. The length of the dance should be around 2 minutes.

Counts/ Beats	CHOREOGRAPHY	TRAVEL PATTERNS / GROUP FORMATIONS	WHO CREATED	+VE/-VE ASPECTS OF THE LESSON

Page: 2 of 6 Words: 412 English (U.S.) 115%




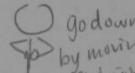
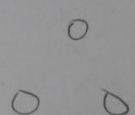
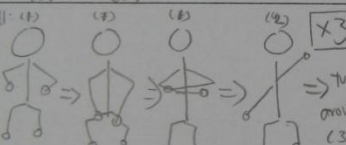
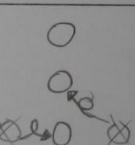

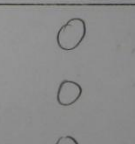
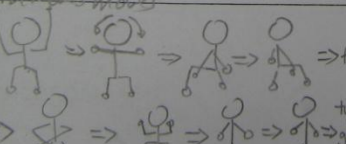
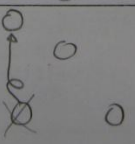
Students' performance (學生課堂上的表演)

- [0910 term 1 dance_0002.wmv \(0:37-6:37\)](#)

Students' choreography (學生編舞)

CREATIVE SECONDARY SCHOOL
PHYSICAL EDUCATION
F.4 CREATIVE DANCE

NAME: _____ HOUSE: _____

Counts/ Beats	CHOREOGRAPHY	TRAVEL PATTERNS / GROUP FORMATIONS	WHO CREATED	+VE/-VE ASPECTS OF THE LESSON
E 8	All: turn arm  ⇒ go down by moving left + right 		together	
F 24	All: (1) (2) (3) (4) x3  ⇒ turn around (3)		together	All the 3 8 beats are the same and not so interesting
Ending Pose	Eric and Jonathon: move to centre Formations: 		together	Form a better pattern (star maybe) and have comparison to the 1st starting pose.
I 16	 ⇒ turn ⇒ go back		Jonathon	Moves not so challenging



Students' choreography (學生編舞)

CREATIVE SECONDARY SCHOOL
PHYSICAL EDUCATION
F.4 CREATIVE DANCE

NAME: _____ HOUSE: _____

After Jennifer and Tommy's pair dancing →

Counts/Beats	CHOREOGRAPHY	TRAVEL PATTERNS / GROUP FORMATIONS	WHO CREATED	+VE/-VE ASPECTS OF THE LESSON
8	<p>I will gradually stand up, creating "high, low" effect</p> <p>Stand up →</p> <p>Crouch down →</p> <p>Walk towards here →</p>	<p>Go right Tommy</p> <p>← ○</p> <p>Me Go left</p> <p>○ →</p>	Tommy	- Creates a high and low effect between two people.
8	<p>Crossed arms jump backwards</p> <p>→</p> <p>slide backwards</p>	<p>Tommy</p> <p>○</p> <p>Jump backwards</p> <p>←</p> <p>Me</p> <p>○</p>	Me	- Although it doesn't have any personal contact, it displays a clean cut image of actions moved together at the same time.
8	<p>My back to Tommy's front. I lower down, come back up again, switch sides.</p> <p>behind and front</p>	<p>Tommy</p> <p>○</p> <p>←</p> <p>Me →</p> <p>○</p>	Jennifer	Also another move that creates a high and low effect
4	<p>Return to original location and start next song.</p> <p>Jennifer jumps back on the stage and joins in the dance.</p>	<p>Tommy</p> <p>○</p> <p>Me</p> <p>○</p> <p>Jennifer</p> <p>○</p>	Me	- Return back to original location (setting up a good start)

Students' Reflection (學生之反思)



This is the baby freeze movement.

If I can have chance to complete this task again, firstly I will plan everything quickly and don't just wait until the day before practice and think of it, because although you can still create things out, but the quality of the work won't enough. Secondly, I will practice more on the floor movement, to make everything smooth, and don't cause a falling back happen again. Thirdly, I will show more facial expression during the performance, because from the video that I took. I just look like with no any expression at all, and it won't look good. And lastly, I will practice more with the music, and make sure I won't lost beat during the performance.

Students' Reflection (學生之反思)

bring out a message which is a new day, a new start, it can encourage everybody to work harder.

In the whole creating process, I had create some of the moves and position of our chairs, I also did some co-operate with my group mates which make the dance more flow. In the dance, we all have a good cooperating in most of the dance, that cause us look better although our own performance was bad. The successful method of this dance is the matching of us and the equipment that we use. We did use some equipment that helped us to bring out the message.

In the dance, we faced some difficult challenges, that because three of us were not good at creating routine, we had used most time to create the routine but less time for practicing, even though we still couldn't create interesting dance.

If I can do this task again, I will use half of the time to create routine, I will refer to other dance books or dance teachers, it might help us to make an amazing dance. Then I will use half of the time to practice, it is very important since we have to cooperate well to perform a good dance.

Students' Reflection (學生之反思)

Eventually, but the end of the lesson we got some ideas about the moves and the theme (we randomly picked the theme teamwork and Ms So/ad given us some advice about that), but we don't know how to use it, they are steps were not in any logical order. As our team needs more time to brainstorm and practice, we decided to meet at school for a day in the term break.

Before the day we are meeting, I tried to go to dance websites to get some ideas. I also modified the music we are going to use in order to finish it in 2 minutes, and compose my solo part. On that day, we put our music in sections and we work on sections by sections, for example we decided the moves for section A and practice for a few times. After finishing all sections, we combine them together and practice and fix on transitions.

For the routine, we compose together where we dance together. A person will express his/her idea first and others will develop it together to complete the dance. For the solo part, we do it individually. I get ideas from the moves we did together, as well as websites and video from MVs and some dance movements images.

In my opinion, I think this system works quite well. We look at others dancing to look for some inspiration and thoughts of our dance and create moves. This is good because we sometimes need to look at others' work in order to improve, but then it means that we are not so "creative". The method of chopping sections to practice and compose is a great method. Sometimes we don't know where to start from so we waste a lot of time. In that way we have a clear goal and it is more efficient.

In the task, I think it is quite successful but we can do better, for example we should express opinion more so that we didn't waste so much time in the beginning. Also, I think the steps can improve by some having some more moves that we all work together.

MM
What are the strategies / methods to compose a sequence of move next time?

F.4 Creative Dance

Guiding Question: How are your moves and shapes related to messages?

Area of Interaction: Human Ingenuity

Team members: Jennifer Wong and Tommy Li

Theme: Us against the music

~Inspired by the song "Me against the music" by Britney Spears featuring Madonna. "Us" refers to our gang of dancers, Jennifer, Tommy and I are dancing to a variety of music genres to show the connection between music and movements, how they respond as well as interact to one another and help generate different emotions to the viewers. The style and atmosphere of our dance sequence is free and relaxing, it's just like a group of friends having fun on the street and dancing to whichever music or sound we hear, we instantly get grooving and dance to the beat. Our aim is to show that dance is universal and that it is not only fixed to one type of music or style, it can be changed easily and adapted to express many different emotions in life.

Accompanying music sequence (Our edited track):

1. Step Up-The Cheetah Girls (The Cheetah Girls 2)
2. Just that girl- Drew Seeley(Another Cinderella Story)
3. Say Goodbye(Instrumental)- Chris Brown (Step Up)
4. Yeah- Usher

Length of Dance: Approximately 2 minutes and 30 seconds

Dance Style: (Modern, contemporary) Freestyle mixed with hip-hop and jazz. Incorporating some ballet footwork

Dance costume (dress code):

- Hoodie
- Tight dark denim jeans
- Black/ Dark-colored ankle socks

Reflection and Evaluation

1. State your individual contribution to the compositional process.

Overall I would say that the entire dance routine was a team effort. Everybody tried their best to contribute as much as possible to the dance. As me and Jennifer are fans of dance related movies, such as "Step Up" and "Strictly Ballroom", our insight and horizon on the choreography may have been wider than Tommy, hence a large number of the dance moves were created by us, only a small proportion of the dance routine was thought by Tommy. As we are all working together closely on the dance, it is really difficult to state our individual contribution.

2. How did our group go about composing and perfecting your routine?

Jennifer and I were looking at a wide variety of dance movies and video clips to increase our insight on the range of dance moves we could choose from. Focusing on composing the movements, below I stated our working process:

Our Working Process

- a) Decide on our theme, style and expression of the dance

Students' Reflection p.1

學生之整編反思 (頁一)



- b) Pick suitable pieces of music to accompany the dance, and form a track
- c) Research on the works of other dancers, get inspiration and ideas to form our own dance routine
- d) Gradually practice and tryout the effects of the movements, add in or remove changes. See if they fit with the other elements of our dance, e.g. the music and theme, also does it relate back to our theme or does it fully showcase it. which movement we should emphasize

Step D is mostly **composing and choreographing the dance sequence**, as we were experimenting with different techniques, it was the place that our group made lots of improvements and corrections in. This step has also marked the collaboration in our group, collaborating.

- e) Compile the movements together to form the complete original dance sequence

It took our group **quite a long time to compile everything together**, despite of having lots of ideas in our head, we had to connect them together in order to form the complete routine. Eventually, after a long period of time, we finally figured out the sequence of our dance and sorted out the beats and counts needed.

- f) Intensive practice

Apart from the time given in class for our dance, our group **organized some practice sessions ourselves during afterschool periods**. The time given was not fully enough to finish organizing a dance sequence so we had to practice more in our own time. "Practice makes perfect" so the only way to have a great outcome is to practice more. I was amazed by Tommy's effort in this project, he displayed a very positive manner to his fellow group mates, and he was an attentive and obedient member of our group.

3. Was this a successful method of composition and practice? Why/ why not?

The composition of our dance was quite successful, even though it **took us quite a long time to compile everything together**, we went through a lot of stages to reach the final point.

I would say that each practice session was **fairly successful and productive**. At first, working with Tommy seemed impossible as he is a boy, there would be problems of miscommunication. He turned out to be pretty enthusiastic about the dance and was willing to cooperate with me and Jennifer. So far, the practice sessions **run smoothly, without any arguments and interruptions**, also **our working pace is steady**.

4. Which parts of the combined routine did you compose individually? Where did you get your ideas from?

There were numerous dance moves I created, these were the ones I thought which stand out the most:

- I. The pair dancing sequence with Tommy during the middle of the dance (Created on our own)
- II. Pumping the hand up and down (An American music and singing performance)
- III. The ending pose- with the right hand in the air gradually going down (From a dance practice video posted on YouTube)
- IV. The "What" pose- with hands stuck to the elbows (This move can be seen in a lot of teenage television shows)

(For more steps listed as created individually, refer to the P.E. Dance Booklet)

5. What challenges were you confronted with during the process of composition and performance?

During composition

- **Time limit**

- Even with the greatest dance moves, it still won't work out unless we have enough practice. The cooperation and on the right timing is important

Students' Reflection p.2

學生之整編反思 (頁二)



- **Jennifer's ankle injury**

- **Inspiration**

- There were a lot of ideas that we thought of or wanted to incorporate in our dance, but as there was a time limit, our group had a hard time trying to concisely and arrange them in the dance sequence.

During performance

- **Undergo nervousness and outer distractions**
- **Not enough practice resulting to a bad performance**
- **Forgetting steps and places on stage**
- **Ignore the beats of the dance resulting to not doing the moves at the exact time**

6. In completion of the exercise, suggest some improvements that you would make if you were to complete this task again?

- A Solo for Tommy should be included after the pair dancing section

- Jennifer and I thought that a solo section should be included near the end of the dance sequence especially for Tommy, it would be a great opportunity to exhibit his skills and to bring something new to the floor, not just repeating group or pair dancing but having solos' as well.

Would have tried out the entire sequence a couple times more before the assessment, in case of any slips

- As our group finished composing out dance moves quite late, we only had around 15 minutes of our last practice session to rehearse it, next time I would avoid this problem by planning out more of the steps at home first to save some time at school

7. Answer the unit question "How are your moves and shapes related to messages?" and relate this to your routine.

For disabled people they use hand signs to communicate with others, though they don't have the ability to use their voices, the gestures formed by their hands help them to express their thoughts in everyday life.

Dancers often use their body parts and movements to show different meanings. Your hands can be in the shape of an object or it could imitate an action or a person, Sometimes your moves doesn't even need to be in a shape, your moves can tell it all, the strong, deep emotion can be brought out from just swinging your hands gently.

For my group, our dance routine is based on the theme, "Us against the music", we use different types of skills and moves to express our theme. Our dance is mostly based on moves to generate interest and emotions, we didn't include a lot of formation of shapes but the music matched with our moves are more than enough to express our theme and bring out a message to the audience. I think one's moves and shapes can definitely relate to messages, as they help us to communicate much easier in reality and bring out the feelings of a person without even speaking. ✓

Students' Reflection p.3

學生之整編反思 (頁三)



Students' all round development

(從學生之反思看舞蹈推展全人教育)

- Know different culture (了解不同民族之文化及舞蹈技巧)
- Social skills including communication skills, collaborative skills (社交技巧包括溝通及協作技巧)
- Creativity (創作力)
- Coaching & Learning skills (當教練及學習技巧)
- Ability to respect different ideas (尊重不同意見的能力)
- Appreciation skills (欣賞的能力)
- Time management (時間管理)
- IT skills (善用資訊科技)
- *Reflection (反思)



2. Extended curriculum (延伸的課程)

YEAR	INTER-HOUSE COMPETITION	END OF SCHOOL YEAR
F.1	Lion Dance (Before Chinese New Year)	Rope-skipping performance
F.2	Jazz Dance (End of school year)	Jazz Dance
F.3	Fashion Show (Before Chinese New Year)	Cha Cha Cha performance (1 pair from each house)
F.4	Video show of creative dance assessment	



F.1

- Lion Dance Competition
(Before Chinese New Year)



- Rope-skipping performance (End of year)
- [Rope-skipping Video dance.avi](#) (0:50-3:35)



F.2

- Inter-house Jazz Dance Competition

- Teach part of the “High school musical 2” during lessons
- Provide opportunities to compose a sequence of moves



F. 3

- Fashion Show

- (Before Chinese New Year)

- Students applied some elements of dance in the show
 - Some students dance when they are showing their costumes.

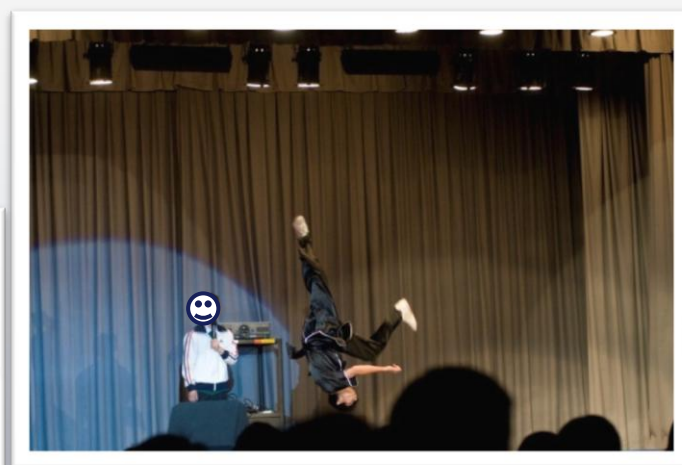


- Cha Cha Cha Performance (End of year)



Co-curricular activities (CCA)

- Courses (Chinese Dance, Hip-hop, Jazz,)
- Services (Students act as instructors)



Class play during assembly (班際周會表演)

- Most of the classes have included dance moves in their plays
- Dance video: e.g. Nobody



3. Strategies (策略)

- Shared vision (共同願景)
 - Recognise the all-round development through dance
 - Willing to learn, practice and teach
 - 👍 team spirit
 - 👍 friendship
- Co-teaching (協作教學)
 - Boys & Girls follow two teachers' dance steps when practising pair works (男女生分別跟兩位老師跳雙人舞)
 - Teachers teach the strong areas e.g. sports aerobics (各展所長)
 - Importance of male teachers' demonstration (男老師示範之重要性)



Important process in teaching dance (舞蹈教學重要的過程)

- Compose their own sequence of moves → provide opportunities for individual differences (照顧個別差異)
- Perform at the end of each lesson (每堂表演)
 - Give positive and corrective feedback (正面糾正反饋)
 - Develop appreciation ability (鑑賞力)
 - Enhance confidence (提升自信)
- Assess at the end of the unit (此單元最後一堂評核)



Pass Implementation dip (實踐時的困難)

1st year:

- difficult. Students said, “Why do we need to learn dance in PE?” (吓! 點解PE堂要跳舞?)

2nd year :

- keep improving, know that dance is part of our school’s PE curriculum, more students are ready to dance mentally & physically (明白舞蹈是體育課程的一部份, 掌握了小部份基礎的跳舞技巧)

3rd year:

- good progress in terms of students’ motivation & pedagogy. male PE teachers teach dance

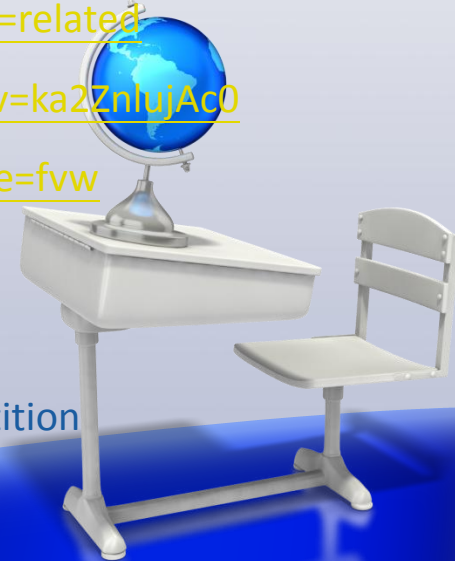
4th year: (課後練習)

- Before having the assessment, 50% of F.2-F.4 students practice dance & 90% of F.1 students practice rope-skipping during lunch and/or after school
- Before the inter-house dance competition, some F.3 or F.4 students will coach and F.2 students their jazz dance nearly every day in June.
- Cases



• Resources

- Time & duration (時間 及 持續期間)
- Human resources -PE team, teaching & support staff (人力資源)
- Teaching materials
 - Teaching kits (教材套)
 - Videos (錄影節目)
 - Shadow dance <http://www.youtube.com/watch?v=0PaLPxdZ-iU&NR=1>
 - <http://www.youtube.com/watch?v=sNNNlz2Y1q0&feature=related>
 - Jump in—Rope skipping <http://www.youtube.com/watch?v=ka2ZnlujAc0>
 - http://www.youtube.com/watch?v=A6Tub5_NXOA&feature=fvw
 - Step-up 2 – Hip hop and Trampoline
 - America talent (全美一叮)
 - International competition: Sports aerobics, artistic competition



4. Future Plan(未來計畫)

- Students perform synchronized swimming (韻律泳) when there is a suitable pool in term of the size and depth at our school
- <http://www.youtube.com/watch?v=3BfprwMZRVo&feature=fvsr>
- (2:06-4:15 & 9:04-9:25)

- 水泳大会2009ウォーターボーイズ
- http://www.youtube.com/watch?v=G_6qeBfwEQw&feature=related



5. Sharing (分享)

6. Q & A (答問)



**Not trying to do the
impossible is doing nothing.**

**Students' ability is higher
than our expectation.**

Thanks for your contribution!

