

(Dance- Teacher Guide)

Theme: Shopping



(A) Title of Card: Dress the Dance- Shopping for the Right Look

(B) Competency (TLS), Element, and Performance Criteria:

- Explore and express cultural identity through dance

Element: Demonstrate understanding of costumes and accessories used in dance

Performance Criteria: Recognise the use of dance costumes and props related to cultural dance forms

(C) Purpose of Activity:

To guide students in exploring and recognizing different dance costumes and accessories used in Mauritian and multicultural dance styles.

(D) Learning Outcomes

By the end of the activity, students will be able to:

- Identify and label costumes and accessories from at least 3 Mauritian dance styles
- Link costumes/accessories to their cultural origins
- Match appropriate items to a dance style
- Use costume/prop-inspired movements in a short group presentation

(E) Resources and Materials

- Printed images of costumes and accessories.
- Label cards with dance styles
- Chart paper or classroom board
- Scissors, glue sticks, markers.
- Music samples (optional for extension)
- Photo or video of dance styles.

(F) Teaching Trajectories / Implementation Guidelines

Activity 1: Dance Shopping Display Board

- Show video or photos of different dance styles performed in Mauritius (for example, Sega, Dragon dance, Bharata Natyam, Kathak, Kollatam dance, Jhakri dance, Bhojpuri dance, Ballet).
 - Ask students questions to observe and discuss:
 - What costumes or accessories did you see?
 - What do you think they are used for in the dance?
 - Distribute worksheets with printed images of costumes and accessories.
 - Students cut out the images from the worksheet.
 - Create a “Dance Shopping Display Board” in class using chart paper, whiteboard or a classroom wall:
 - Label different sections with dance styles (e.g., Sega, Bharata Natyam, etc.).
 - Keep the cut-out accessories/costumes unlabeled.
 - Each student takes a turn to pick a costume/accessory image.
 - They guess which dance style it belongs to and stick it under the correct label on the board.
- **Movement Activity:**
- Each student chooses one accessory from the board.
 - They create and show 2–3 movements inspired by that item (e.g., waving arms like a fan, hip movements with a Sega skirt).

Activity 2: Fill Your Dance Shopping Cart

- Each student will select one dance from the list provided in the student worksheet.
- Explain the images from the dance accessories shop to the students
- Students will identify labelled images of costumes and accessories and match them to a shopping cart by dragging arrows from the correct item to the appropriate section in the cart.
- Students will show their cart to the class and share why each item fits the dance style they choose.

(G) Assessment Criteria:

Criteria	Excellent (3)	Good (2)	Needs Support (1)
Identification of Images	Correctly identifies all costumes, accessories, makeup, and hairstyle items for the chosen dance styles	Identifies most items correctly (1–2 errors)	Struggles to identify items correctly (3 or more errors)
Matching to Shopping Cart	All images matched accurately to the correct section of the cart (costume, accessory, etc.)	Most images matched correctly with a few minor errors	Several mismatches between items and cart sections
Cultural Awareness	Shows clear understanding of the cultural link between items and dance style	Some understanding shown, may confuse one or two elements	Limited understanding of cultural relevance
Reflection/Justification (if included)	Thoughtful and relevant explanations provided	Basic explanations provided, some lack detail	Minimal or no explanation given

(H) Extension Activities (Optional):

- **Activity:** From look to movement.

- **Teaching Trajectories / Implementation Guidelines:**

- Each student selects one accessory or costume piece from the dance accessory shop
- Ask the students, would a dancer use this item on stage?
- Encourage them to imagine holding or wearing the accessory.
- Students will be asked to create 2 or 3 dance movements inspired by the shape, or function of the accessory.

For example:

- Ghungroos (bells): ankle stamping, rhythmic footwork
 - Sega skirt: hip swings and circular turns
 - Kollattam sticks: Action of striking a stick
-
- Students show their movements to the class
 - Others observe and guess which accessory inspired the movement

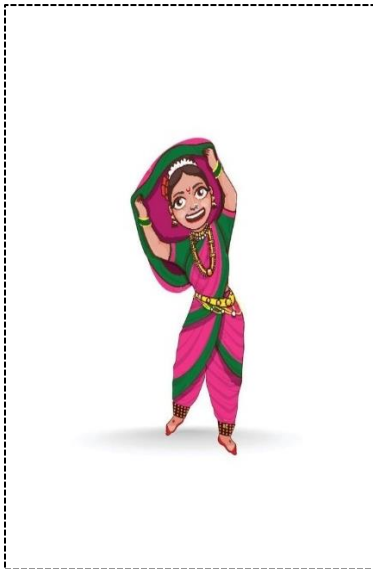
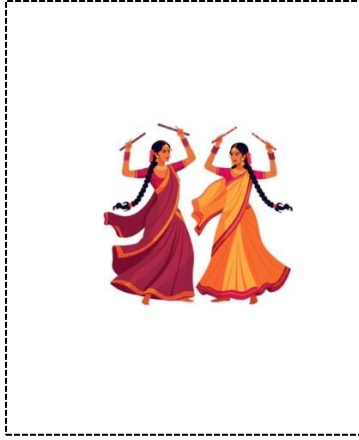
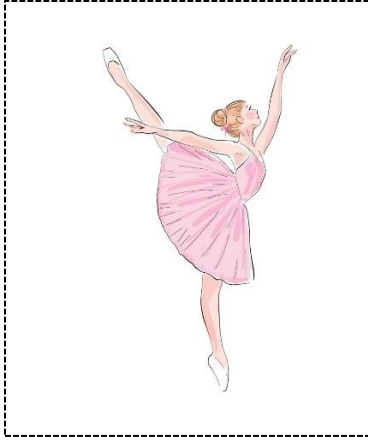
Worksheet

Theme: Shopping



Activity 1: Dance Shopping Display Board

Cut out the following images, create a dance shopping display board, and place them under the corresponding labels on the board.



Activity 2: Fill Your Dance Shopping Cart

At the supermarket stall of dance accessories, choose a dance style and match the correct accessories by placing them into your shopping cart.



Selected Dance Style:



Music and Entertainment



TEACHER'S GUIDE

(A) Title of card: Chinese Fan Dance

(B) Competency, Element, and Performance Criteria

- Develop body awareness and control
- Communicate ideas, feelings and experiences through dance
- Generate artistic ideas and create creative performances
- Perform artistic work collaboratively
- Appreciate and give feedback on performances

(C) Purpose of activity

To introduce students to the expressive movement and cultural beauty of Chinese fan dance through a simple performance and hands-on prop-making.

(D) Learning Outcomes

At the end of the activity, students will:

- Understand how props like fans are used in traditional Chinese dance
- Develop balance, posture, and expressive gestures through movement
- Work with others to coordinate space and timing
- Create and decorate their own fan as a dance prop

(E) Resources and Materials

- A4 colored paper or printable fan template
- Scissors, glue, craft sticks or straws for handles
- Crayons, markers, stickers for decoration
- Music with soft traditional Chinese instruments
- Video of Chinese fan dance
- Photo of Chinese fan dance

(F) Teaching Trajectories / Implementation Guidelines

- Show few pictures or a short video clip of Chinese fan dance.

- Ask students if they have ever used or seen a fan before.
- Highlight how fans are used gracefully in traditional dances.
- Introduce the Fan Craft Activity to the class.
- Student can refer to their workbook for crafting the fan.
- Allow students to personalise their fans.

Guide students to:

- Colour or decorate the template paper.
 - Fold the paper in accordion-style.
 - Glue the folded paper together.
 - Optional -Attach a handle (craft stick or straw) using glue.
-
- Demonstrate each movement slowly with the fan.
 - Make large and small hand circles in the air with the fan.
 - Students copy each move and practice several times to internalise rhythm and control.
 - Divide the class into small groups (3–4 students).
 - Create a short group dance using fan movements.
 - Each group performs their short fan dance for the class.
 - Ask reflective questions:

“What story did their fan tell?”

“What was your favourite move from their dance?”

(G) Assessment

- The use of Props
- Final Reflection

(H) Extension of Activity

Show the performance with another class or during school events.

Add narration (one student narrates while others dance).

Student worksheet

Chinese Fan Dance

The Chinese Fan Dance is a beautiful traditional folk dance where dancers use fans to make soft, flowing movements. It helps to share stories and traditions from the Chinese culture.

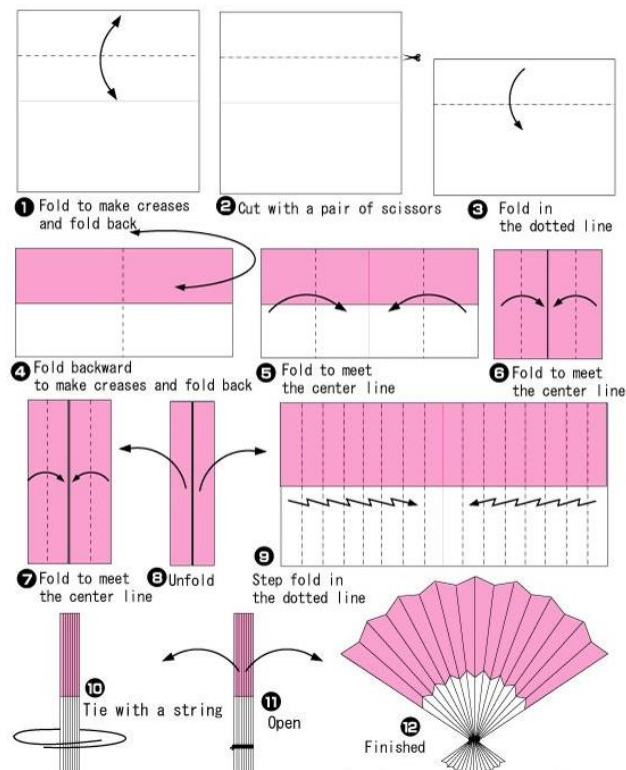


Chinese Fan

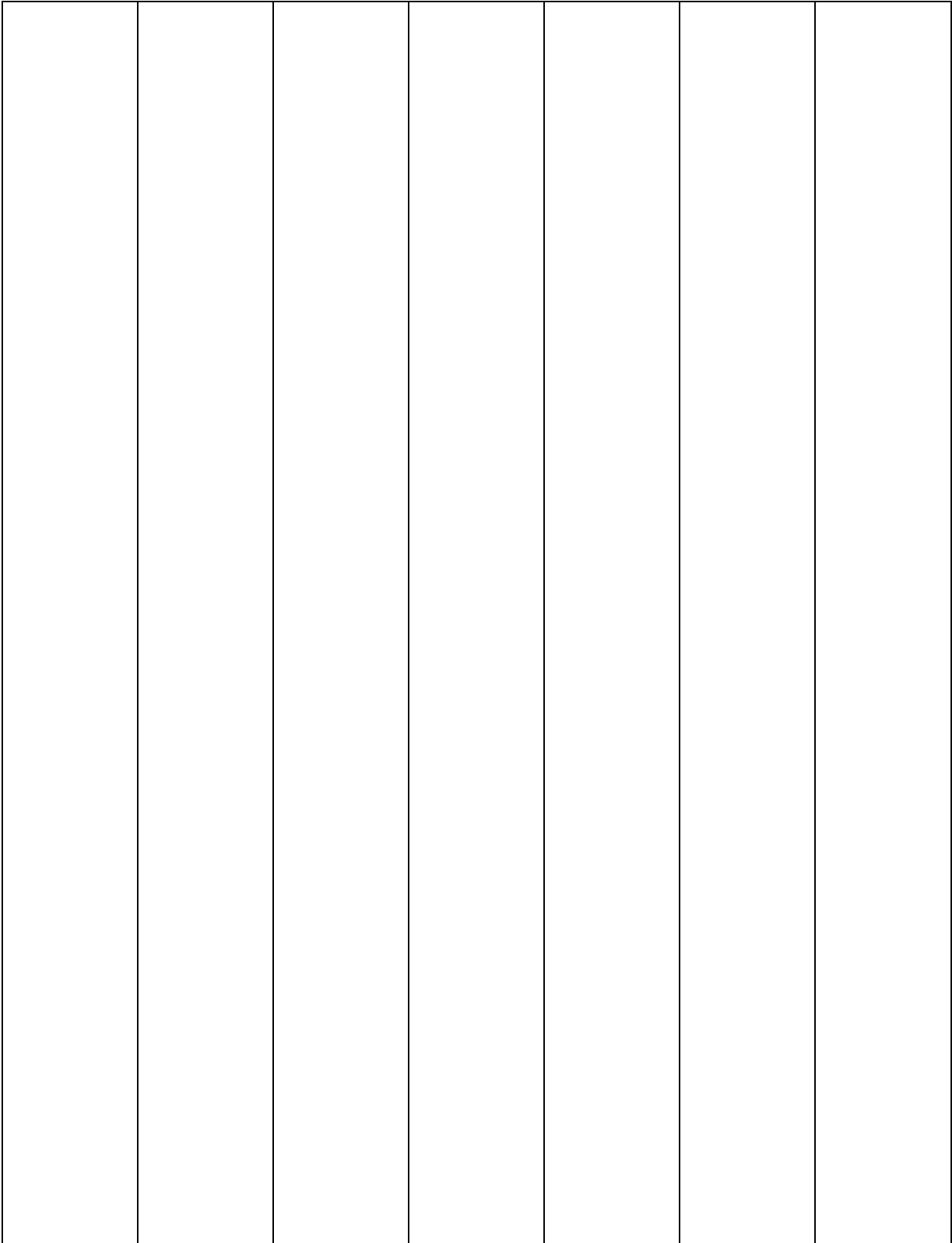
Activity 1: Create a Chinese Fan

Let's make a beautiful fan to use in our Chinese Fan Dance.

To create something like that, but in landscape

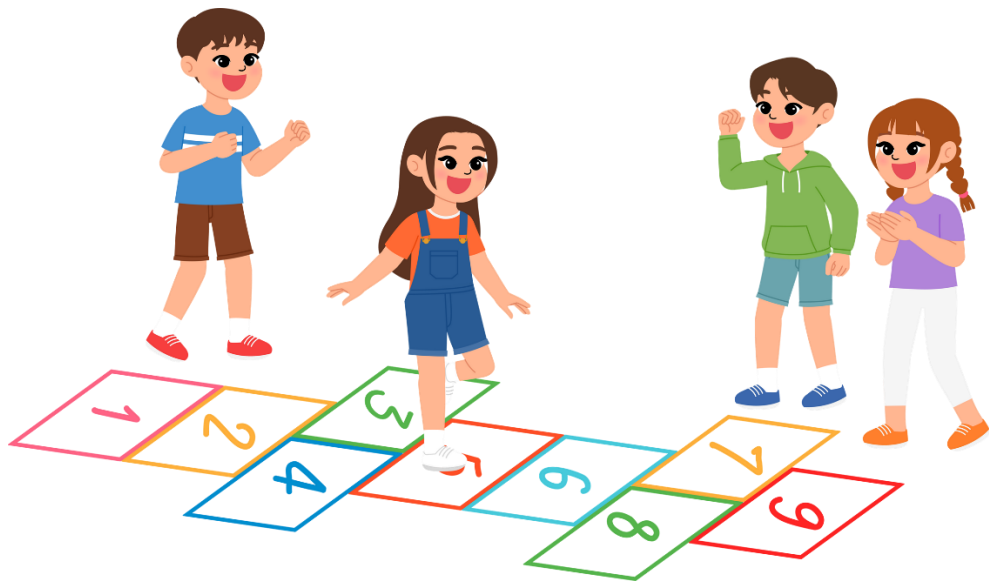


Color and fold the paper in accordion style to create a Chinese fan



(Dance- Teacher Guide)

Theme: Sports and Games



Grade 8 Foundation

(B) Title of Card: Movement through Rhythmic Play

(I) Competency (TLS), Element, and Performance Criteria:

- Participate in physical activities involving coordination and movement.
- Explore simple rhythmic patterns using beats and movement.
- Use movement to express a simple idea or rhythm.
- Work cooperatively in a team and take part in structured games.

(J) Purpose of Activity:

This activity helps students learn rhythm through movement and fun games. It builds listening, timing, and teamwork skills. Students also practice counting beats, following instructions, and naming movements in a creative and active way.

(K) Learning Outcomes

By the end of the lesson, students should be able to

- Identify and perform rhythmic patterns through movement
- Count and sequence beats using body percussion
- Invent a simple game using rhythm and movement collaboratively
- Reflect and describe their personal learning and favorite moves.

(L) Resources and Materials

- Space
- Colored chalks, Markers
- Masking Tap
- Cards
- Markers/ colored pen

Prior Preparations: Cards of with Rhythmic actions.

(M) Teaching Trajectories / Implementation Guidelines

Activity 1: Roll the dice

- Introduce the concept of Rhythm to the students
- Start with warm-up Exercises where rhythm can be found. (Breathing, Walking, Clapping, Jumping)
- Create simple body percussion rhythmic patterns for students to imitate and understand coordination. (Clap – Clap – Stomp – Stomp, Tap shoulders – Clap – Snap – Clap)
- Incorporate the element of speed in the rhythmic patterns.
- Students will demonstrate the rhythmic patterns in 3 speeds.
- Cut and glue the Dice template from the worksheet.
- Cut the flash cards from the Worksheets.
- Students will Roll the dice, pick the matching rhythm card, and perform the moves with the whole class using different levels, tempo, energy, and space!
- Encourage the students to stay in rhythm as they move along in different formations.(circles, zigzag, diagonal)
- Introduce different styles of walking in 3 speeds along with different formations.
- Call out a number (3, 4, 5)
- Students walk and perform rhythmic movements using body percussion using the called-out number.
- Change the number and style of movement with each round.
- Reflect on the student's favorite moves

Activity 2: Rhythm Hopscotch

- Students are provided with chalks, or masking tapes
- Create a hopscotch grid on the floor (can be 6, 8, or 10 squares depending on space).
- Inside each square, write or stick a rhythmic action (e.g., Clap – Jump – Pat knees – Stomp – Snap – Spin or different foot pattern).
- Students one by one will hop through the grid.
- At each square, a student will do the written action on the beat.
- Add a challenge: Perform the whole sequence in slow, medium, and fast tempo.
- Reflect on the student's favorite moves.

(N) Assessment Criteria:

- **Rhythmic Accuracy:** Did students successfully identify and perform rhythmic patterns through movement?
- **Collaboration:** Did students work cooperatively to invent and play their games?
- **Creativity:** How creatively did students incorporate rhythm into movement and play?
- **Reflection:** Did students reflect thoughtfully on their learning and movements.

(O) Extension Activities (Optional):

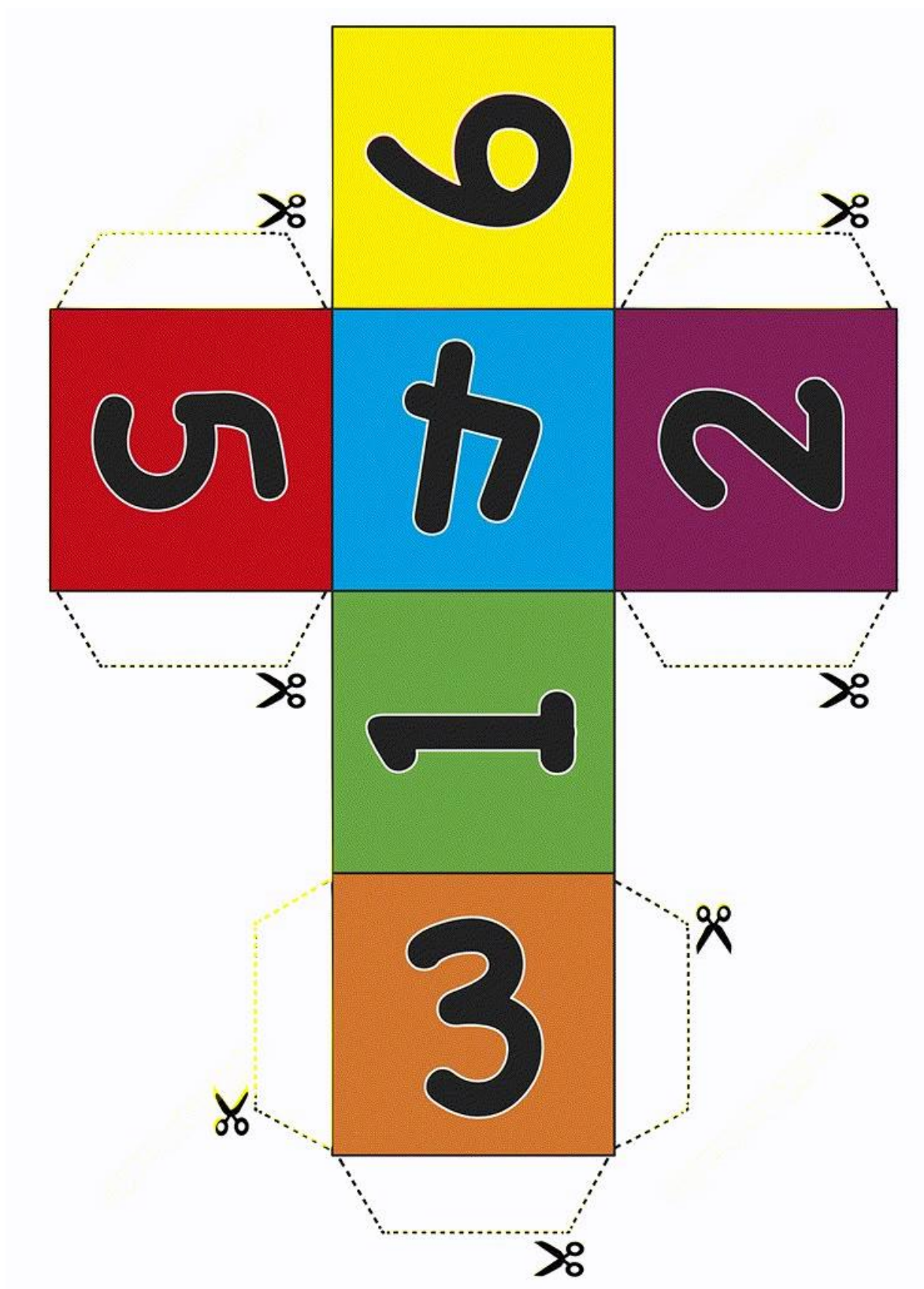
- **Activity:** Rhythm Relay
- **Teaching Trajectories / Implementation Guidelines:**
 - Divide students into teams.
 - Set up 3 stations with different rhythm challenges (e.g., Clap-Stomp-Tap; Snap-Clap-Jump; Pat knees-Clap-Clap).
 - One by one, students run to the first station, perform the rhythm pattern, then run back to tap the next player.
 - The team that finishes all patterns correctly and rhythmically wins.

Worksheet

Theme : Sports and Games



Activity 1: Cut and glue the template to make a Dice.



Cut the following Rhythmic Flash Cards:

1

Clap – Clap – Stomp



Movements: Use hands and feet, move in a circle

Time/Speed: Medium

Force: Strong clap and slow Stomp

Solo Performance

2

Tap Shoulders – Snap – Clap



Movements: Use upper body, move in zigzag jumps

Time/Speed: Fast

Force: Light & sharp

Perform in Pairs

3

Stomp – Clap – Clap



Movements: Use full body, hop diagonally across space

Time/Speed: Slow

Force: Heavy then light

Perform in group of 3

4

Clap – Tap Knees – Stomp



Movements: Stay in place and use levels (high to low)

Time/Speed: Medium

Force: Moderate

Solo Performance

5

Clap – Snap – Clap
– Snap



Movements: Stay in place, use personal space

Time/Speed: Fast

Force: Sharp and Quick

Group Performance

6

Make Your Own!



Movements: Freestyle choice

Time/Speed: Student Decides

Force: Student Decides

Student Decides

Activity 2: Draw a Big Hopscotch on the floor and add different Rhythmic patterns in each boxes.

Let's play hopscotch!

