

## Resources for Primary Teachers

### Aims for Schools Learning Programme:

- 1 To explore folk music and traditional English Dance steps
- 2 To explore the story of the Esperance Club and the young dance teachers
- 3 To develop stories and dramas around the character of Mary Neal, Cecil Sharp, and the girls
- 4 To transform traditional music and dance with other knowledges/ traditions/ styles
- 5 To discover what contemporary lessons we can learn from past stories (about music/ dance/ arts education)
- 6 To enable children to teach other children

### Methodology:

In the 2 schools, the artists chose to use a mixture of games, traditional dance and stories to inspire children to develop new forms of dance. School teachers had access to 5 stories (**more here**), which could be used to enrich other areas of learning throughout the week. A major element of the project is about artists and teachers working collaboratively to maximise learning.

### Outline of each session plan:

**Warm Up** – using traditional games to physically and mentally prepare; and hopefully adding to the repertoire of games and songs available in the playground.

### Traditional Dance

Country dances – basic figures  
Basic Morris stepping  
Morris figures  
Morris choruses

**Creative Dance** – using ideas from the games and the country dances to devise a language and a structure, then bringing in elements of the Morris and the historical stories to inspire movement vocabulary.

**Historical Links** – The Mary Neal Project had a box of stimulus materials: keys, hankies, stories, postcards, photographs; which you can find on the archive section of this website.

This is an opportunity to explore commonalities between the historical and the children's lived experience. This can be done in small group discussion, in role, with teacher in role, and in reflexive action.

- 1 a '**story**' – a paragraph or so to be read out by one of the class (e.g. children in the cupboard; Blanche in Thaxted; Florrie Warren).
- 2 '**headlines**' – the children invent or find the stories to match.
- 3 '**photo**' – the students run a caption competition / find the story, etc.
- 4 any **objects** that refer to songs, dances, or stories featured in the class
- 5 traditional song lyrics.

**Wrapping Up** – sharing; evaluating; giving out further tasks for teachers to use in other classes.

**Further Tasks:**

Photo captions, own stories, devising own country dances from basic figures.

Using these resources, make an original newspaper around the project.

Children teach others in the school some of the figures.

Collaboration and interdisciplinary work:

Teachers working in partnership with the artists may choose to engage with the following curriculum areas for Key Stage 2.

<b>English:</b>	Speaking & Listening, Reading, Writing
<b>Citizenship &amp; Personal, Social and Health Education:</b>	Civil Societies Communities, Culture & identities
<b>Music:</b>	Genres, styles & traditions Contexts (live performance/ cultural contexts/ intention) Features (rhythm/ structure)
<b>Phys Ed:</b>	Skills and abilities Learning actions Dance
<b>Cross curricular mapping could be done in the following areas:</b>	
<b>Art &amp; design:</b>	drawing or designing space
<b>Drama:</b>	role playing characters
<b>ICT:</b>	engaging with learning materials on the MN website/ choosing and designing materials for the website
<b>Literacy:</b>	reading and writing of letters and archival resources
<b>Numeracy:</b>	counting rhythms and steps in dance and music