

# INTERNATIONAL DAY OF DANCE

29th April

Teaching Resource - Primary



Save the Children

In this lesson, students analyse a selection of photos from around the world and consider them with the guiding statement; "Dance can trigger emotions, connect people and represent traditions"

The United Nations Convention on the **Rights** of the Child is an agreement by countries who have promised to protect **children's rights**. It is the most widely ratified treaty in the world. Article 31 states that every child has the **right** to relax, play and participate in a range of **cultural** and **artistic** events.



# DANCE AROUND THE WORLD

Lower primary, years 1-3

Curriculum links - The Arts - Dance

Demonstrate an awareness of dance in their lives and communities.

*Preparation - Print the photos on pages 8-22. Print some photos of your own students and local community engaged in dance (optional). Display them around your class. Prepare the "cover puzzle" activity on page 5.*

- As a class, do the "cover puzzle" activity on page 5.
- Discuss how children have a right to participate in cultural and artistic events. Explain that today is the International Day of Dance.
- Introduce children to the concept of "see, think, wonder" (page 6).
- In pairs children do a gallery walk of the dance photos and pick one that resonates with them. Children complete a "see, think, wonder" for this photo.
- Children share with the class.
- Children write or draw a picture about one of their own dance experiences and how it made them **feel** and **connect** with others and/or their **culture**.
- Children can choose one photo and create their own piece of dance inspired by the photo. This could be to their own chosen piece of music, or a piece of music valued by the school community.

## Discuss

What are some different **types** of dance?



Why do you think dance is **different** all around the **world**?

How does dance make people **feel**?



# DANCE AROUND THE WORLD

Curriculum links - The Arts - Dance

Upper primary, years 4-6

Explore and describe how dance is used for different purposes in a variety of cultures.

*Preparation - Print the photos on pages 8-22. Print some photos of your own students and local community engaged in dance (optional). Display them around your class on walls or desks. Prepare the "cover puzzle" activity on page 5.*

- As a class, do the "cover puzzle" activity on page 5.
- Discuss how children have a right to participate in cultural and artistic events. Explain that today is the International Day of Dance.
- Present children with the statements dance can "trigger emotions," "connect people" and "represent cultures and traditions."
- Give children each three large sticky notes. Have children write each statement on one sticky note (or use the printable on page 7 and give children blutac).
- Children move around the class and identify a picture that they feel encapsulates each statement. Children write what it is about that photo that demonstrates the statement for them and they can stick their idea next to the photo.
- Children then can draw a picture or write about a time in their lives that dance triggered emotions, connected them with others, or represented their culture or traditions.
- Children can choose one photo and create their own piece of dance inspired by the photo. This could be to their own chosen piece of music, or a piece of music valued by the school community.

## Discuss

What are some different types of dance?



Why do you think dance is different all around the world?

How does dance make people feel?



*Include me! These activities are designed to be open ended and flexible for a range of abilities. But here are some simple modifications to ensure more students can participate.*

- These activities can all be done using pictures instead of writing, or orally.
- Begin the lesson by sharing ways to say "dance" in different languages.
- Children can work in pairs if they wish, to support each other with their writing.
- Print in A3 size if you have children who struggle with vision.

# KANIKANI

## Dance



**Save the Children**

# COVER PUZZLE

*This is an engaging and low prep activity that can be used for any concept. Teacher questioning is important in guiding discussion as the image is slowly exposed.*

- Print the image below, it can be enlarged if preferred (page 8).
- Cover the image in post-it notes.
- Gradually remove the sticky notes with your class.
- As the image is revealed;
  - Children can predict what they think the image is.
  - What do the expressions tell you?
  - Who do you think the people are in the image?
  - How are the people connecting with each other?
  - How are the people feeling?
  - This photo is taken in Kenya. Do you have dances from your whānau or culture?





# See

*What do you see in the picture?*



# Think

*What do you think is happening?*



# Wonder

*What do you wonder about the picture?*

*What questions do you have?*

**In this image I  
see how dance ...  
Connects people**

**In this image I  
see how dance ...  
Triggers emotions**

**In this image I see  
how dance ...  
Represents culture  
and tradition**





























Save the Children  
جمعية إنقاذ الطفل









# CHILD, YOUTH AND SCHOOLS PROGRAMME NEW ZEALAND



**Save the Children**

The **United Nations Convention on the Rights of the Child** is an agreement by countries who have promised to protect **children's rights**. It is the most widely ratified human rights treaty in the world. Aotearoa New Zealand has ratified this convention, which means the government has an obligation to ensure these rights are fulfilled. Save the Children New Zealand's new programme aims to **empower tamariki, kaiako and whānau** to learn about, respect and uphold **children's rights**.

Stay up to date with **resources, advocacy and events** by following our education page on Facebook, Instagram or email us to sign up and hear when our website and newsletter launches.



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