

# TEACHER'S GUIDELINES

FOUNDATIONAL PROGRAMME FOR LITERACY,  
NUMERACY AND SKILLS

## DANCE



## GRADE 8

**TITLE OF CARD: EMOTIONS IN DANCE**

**TEACHER'S CARD 8**



MOE  
MAHATMA GANDHI INSTITUTE  
2025

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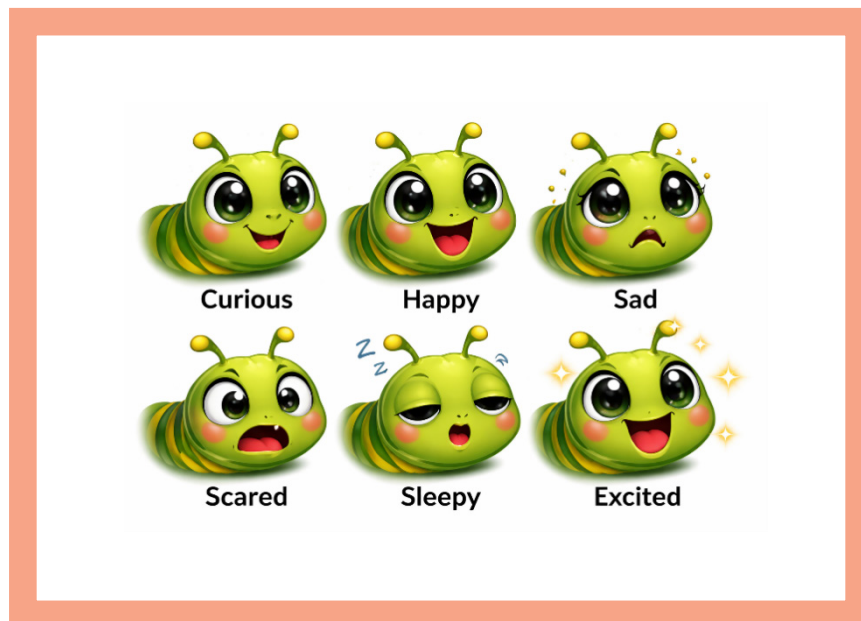
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# GRADE 8

## TEACHER'S GUIDELINES

### CARD 8

## EMOTIONS IN DANCE



# **GUIDE TO EDUCATORS**

Title of Card: Emotions in dance

## **Competency 7:**

Connecting

### **Element 1:**

Demonstrate ability to interpret and express emotions.

## **Performance Criteria:**

- **Level 1:**  
Express basic emotions through face and body.
- **Level 2:**  
Perform emotions and narratives of the life of a butterfly through dance.

## **Purpose of Activity:**

To help students' express emotions through movement and facial expressions, tell a simple Mauritian story through dance, and develop creativity, teamwork, and appreciation of peer performances.

## **Resources:**

- Speaker / sound system
- Soft instrumental or Sega / nature-inspired music
- Pictures of Life Cycle of Butterfly

## **Learning Outcomes:**

**At the end of the lesson, students will be able to:**

- Express emotions using facial expressions.
- Use hand gestures (Hastas) to communicate ideas.
- Create short dance sequences using movement and rhythm.
- Adapt a Mauritian story through dance in groups.
- Reflect on their own and peers' performances.



## ACTIVITY 1

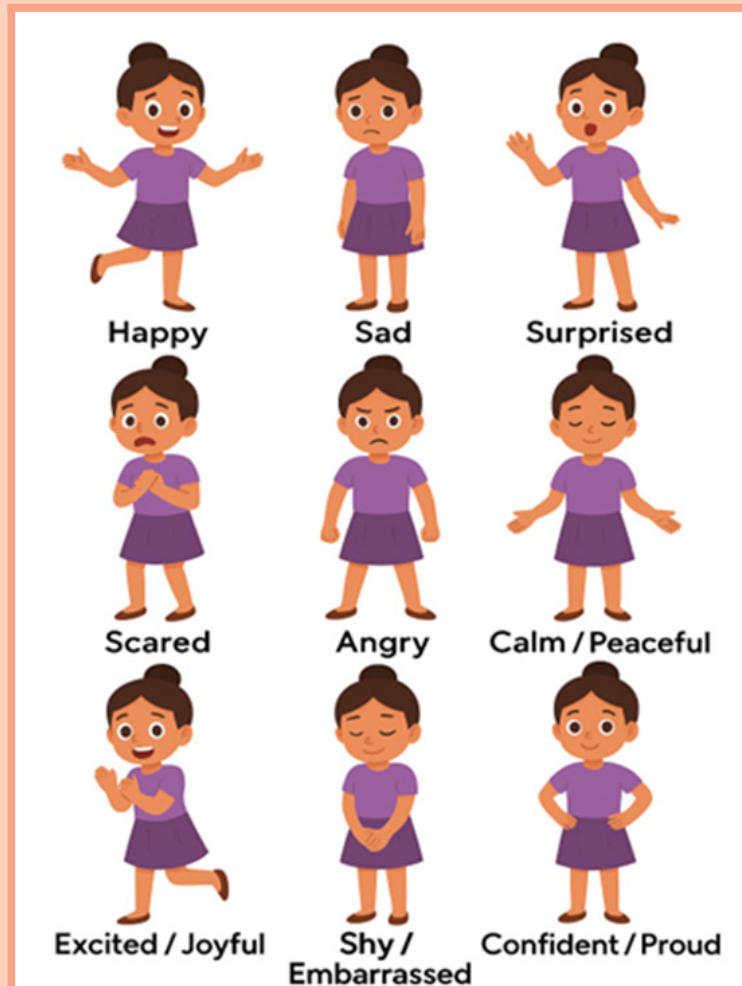
### Teaching Trajectories / Implementation Guidelines

#### Emotions in Dance

- Introduce the concept of Emotions in dance.

People communicate not only with words but also with facial expressions and body movements. Sometimes, the body can show feelings more clearly than speech.

In dance, the body is the main instrument to show emotions.



The face is the most important part, while the hands and body movements support the expression. The eyes are especially important because they can show many different feelings.

Dancers also use lyrics, costumes, stage props, and gestures to tell a story or express ideas.

- Demonstrate each emotion and explain how emotions affect body posture.
- Show simple hand movements that match each emotion.
- Students imitate emotions using the face, the body, and hands.
- Demonstrate basic dance movements with expressions.
- Divide students into groups to practice combining expressions with basic movements.
- Invite groups to perform for the class.



## ACTIVITY 2

### Show pictures of a Mauritian garden

- Tell the story Ti-Papillon dan Zardin Mamie with expression.



**Ti-Papillon dan Zardin Mamie**

Dan zardin Mamie, enn ti-dizef ti pe repoze trankil lor enn fey. Apre enn tigit letan, li vinn enn ti-seni, li avanse dousman e li get tou keksoz avek kuryozite. Kan li santi li fatige, ti-seni la anvelop li dan enn kokon e li reste trankil ek pasian. Enn zour, kan soley klere bien for, kokon la ouver e enn zoli papillon sorti, li vole partou dan zardin Mamie e anmenn lazwa ek lespwar.

### English Version:

In Mamie's garden, a small egg rests quietly on a leaf. After some time, the egg becomes a little caterpillar that moves slowly and looks around with curiosity. When it feels tired, the caterpillar wraps itself in a cocoon and stays still. One sunny day, the cocoon opens and a beautiful butterfly comes out. The butterfly flies happily around Mamie's garden, bringing joy and hope.

- Show students pictures or short videos of the butterfly life cycle.
- Demonstrate how the story can be expressed through facial expressions and movement.
- Students perform the story in groups using their body, face, and hand gestures.

- Allow students to adapt and personalise the movements.
- Use counting or slow music to support clarity and timing.
- Encourage clear and expressive facial expressions throughout the performance.
- Conclude with a short reflection discussion.

### Assessment Rubric

Criteria	Basic	Intermediate	Proficient
<b>Facial Expression of Emotions</b>	Shows simple emotions with some reminders.	Shows emotions clearly in most parts of the dance.	Shows clear, confident, and expressive emotions throughout the performance.
<b>Use of Hand Gestures (Hastas)</b>	Uses few or unclear hand gestures.	Uses simple hand gestures to support the story.	Uses clear and meaningful hand gestures to tell the story effectively.
<b>Body Movement &amp; Rhythm</b>	Performs basic movements with limited rhythm.	Performs movements mostly in time with music or counts.	Performs movements confidently with good control and rhythm.
<b>Storytelling Through Dance</b>	Follows parts of the butterfly story.	Follows the story in the correct order.	Clearly tells the full butterfly story through dance and expression.
<b>Group Participation</b>	Participates with encouragement.	Works well with the group most of the time.	Works confidently and cooperatively, supporting others in the group.

## **Extension Activities**

### **Activity: Music Mood Change**

- Teacher plays two different music styles (slow instrumental / soft Sega).
- Students perform the same butterfly movement but change:
  - Speed
  - Energy
  - Facial expression
- Discuss how music changes emotion.



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