

TEACHER'S GUIDELINES

FOUNDATIONAL PROGRAMME FOR LITERACY,
NUMERACY AND SKILLS

DANCE



GRADE 8

TITLE OF CARD: SPACE IN DANCE

TEACHER'S CARD 9



MOE
MAHATMA GANDHI INSTITUTE
2025

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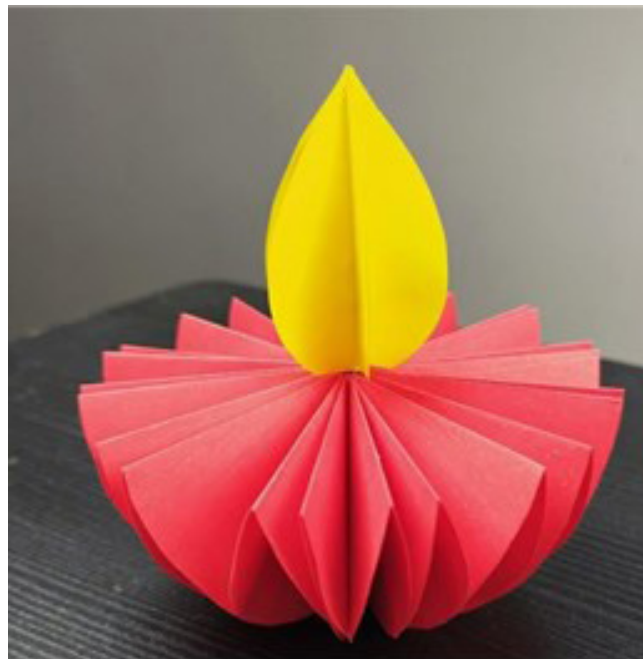
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GRADE 8

TEACHER'S GUIDELINES

CARD 9

SPACE IN DANCE



GUIDE TO EDUCATORS

Title of Card: Space in dance

Competency 8:

Creativity

Element 1:

Improvise within a given musical context.

Performance Criteria:

- **Level 1:**
Create simple walking patterns in solo or groups (as per your dance style).
- **Level 2:**
Perform short dance sequences using a lamp/Diya as props and walking patterns confidently.

Purpose of Activity:

To help students explore and use space creatively by creating walking patterns and short dance sequences, with or without props, while moving confidently in time with the music.

Resources:

- Chart papers, colored papers, glitter, and sequins.
- Scissors, glue, markers/pencils
- Lamp templates (round, lotus, leaf-shaped).
- Small clay "diyas" or LED tealights / rolled paper "flames".
- Instrumental festive music
- Videos or pictures of Lamp Dance performance.

Learning Outcomes:

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

- Create different floor patterns in relation to personal and general space.
- Make use of the dance props appropriately.
- Integrate any given rhythm to the walking styles
- Create short sequences using the walking styles, basic dance movements and dance props.

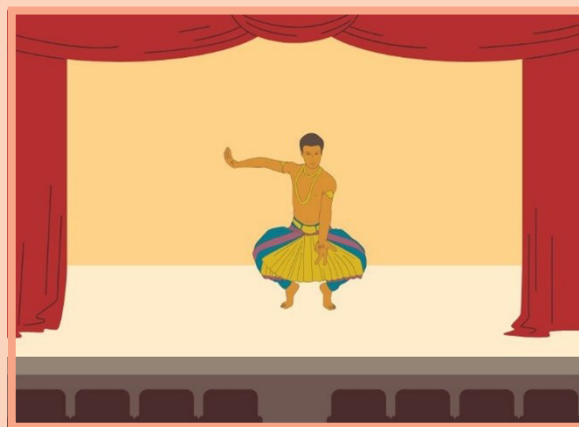
Teaching Trajectories / Implementation Guidelines

• Introduction: Use of Space in Dance

USE OF SPACE IN DANCE

Space is one of the main elements of dance. It means how a dancer uses the area around them while dancing.

In a solo dance, the dancer performs alone on the stage. The dancer should use the space wisely and not stay in only one place. The centre of the stage is very important because it is the main place where the audience focuses. Important movements and expressions should be shown at the centre.



In duet or group dances, dancers must be aware of each other while moving. They should:

- Keep enough space between one another
- Avoid bumping into each other
- Move freely and safely

Good spacing helps dancers move comfortably and makes the dance look well organised.



ACTIVITY 1

Walking Styles and Floor Patterns

- Demonstrate walking styles according to the taught dance style.
- Students practice walking in different directions: forward, backward, side ways, and diagonally.
- Explore floor patterns such as straight lines, diagonals, circles, and zig-zags.
- Students first practice solo, then in pairs or small groups, maintaining clear spacing to move safely and confidently.



ACTIVITY 2

Creating Dancing Props - Diya Craft

- Show pictures or videos of “Diya Dance” for inspiration.
- Discuss different ways to craft a pair of diyas.
- Use templates and materials such as recycled paper, coloured paper, chart paper, glitter, sequins, stickers, glue, and scissors.
- Guide students to cut, fold, and decorate their diyas.
- Place a small LED tealight or a rolled-up yellow/orange paper “flame” inside for safe use during dance.



ACTIVITY 3

Diya Dance Performance

- Students combine walking styles and basic dance movements learned to create a Diya Dance sequence.
- Perform the sequence to festive music, exploring floor patterns, group formations, and spatial awareness.
- Conclude with self-reflection, where students discuss what they enjoyed, challenges faced, and how they used space, movement, and props creatively.

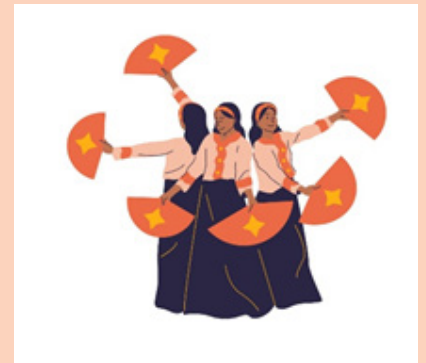


Assessment Rubric

Criteria	Basic	Intermediate	Proficient
Walking & Movement	Performs basic walking patterns; movements may lack coordination or rhythm.	Performs walking patterns with some rhythm and coordination; able to move in more than one direction confidently.	Performs walking patterns smoothly in all directions with clear rhythm, control, and style appropriate to the dance.
Use of Hand Gestures (Hastas)	Limited awareness of space; may bump into others or stay in one spot.	Moves safely in space; demonstrates awareness of others and attempts simple formations (line, circle, diagonal).	Shows excellent spatial awareness; moves confidently in solo, pair, or group formations with clear and creative floor patterns.
Prop Handling	Can hold and move with diya props but may be awkward or unsafe.	Moves with diya props with moderate control; integrates props into some movements.	Handles diya props confidently and safely; props are fully integrated into movements and enhance the performance.
Creativity & Improvisation	Uses minimal creative ideas; movements are simple and repetitive.	Demonstrates some originality; attempts to combine movements and props creatively.	Shows strong creativity; improvises confidently and develops short original sequences with props and movements.
Expression & Performance	Limited facial expression or body expression; performance lacks energy.	Shows moderate expression; performance has some energy and emotion.	Expresses ideas and emotions clearly through facial expressions and body language; performance is confident and engaging.

Extension Activity: Chinese Fan Dance

- Create and decorate a paper fan.
- Practice fan movements, making large and small circles while maintaining rhythm and control.
- In small groups, combine walking patterns (forward, backward, sideways, diagonal) and floor formations (line, circle, spiral) to create a short fan dance.
- Perform for the class, focusing on using space effectively and moving safely with props.





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