

TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

DANCE



GRADE 7

TITLE OF CARD :

Imagine, Create and Improvise



**MOE
MAHATMA GANDHI INSTITUTE
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GRADE 7

GUIDE TO EDUCATORS

Card 9

TITLE OF CARD :

IMAGINE, CREATE AND IMPROVISE

Competency:

Creativity / Performing / Connecting (Expression & Communication)

Learners should demonstrate creativity through movement, rhythm, space awareness and non-verbal communication.

Element

- Use non-verbal communication through hand gestures.
- Depict objects, animals and ideas using movement.
- Improvise within a given rhythmic context.

Performance Criteria

- Level 1:**
- Explore space safely while walking in different styles.
 - Identify and demonstrate selected Asamyuta Hastas.
 - Perform simple movements to slow, medium and fast rhythms.
- Level 2:**
- Create short movement sequences using space, rhythm and gestures.
 - Integrate walking styles, rhythm and hand gestures confidently.

Purpose of the Lesson

- To develop imagination and creativity through movement.
- To help learners understand personal and general space in dance.
- To integrate rhythm with basic dance steps learnt earlier.
- To introduce non-verbal communication through Asamyuta Hastas.
- To encourage confidence, cooperation and self-expression among learners.

Learning Outcomes

By the end of this chapter, learners should be able to:

- Create different floor patterns using personal and general space.
- Execute walking styles alone and in groups.
- Perform movements to different rhythms (Vilambit, Madhyama, Drutama).
- Use selected Asamyuta Hastas to depict ideas and objects.
- Create short, simple dance sequences through imagination and improvisation.

Resources & Materials

- Open dance space / classroom
- Spot markers or floor tapes
- Drum / clapping / recorded rhythmic music
- Flashcards of floor patterns and Asamyuta Hastas
- Visual charts for rhythms (slow-medium-fast)

Teaching Trajectories / Implementation Guidelines



Introduction

Explain to learners that dance is not only about copying steps, but also about *imagining, creating and expressing ideas*.

Introduce the key concepts in simple language:

- **Space in Dance:** Using the area around us safely.
 - o *Personal Space:* Our own safe movement area.
 - o *General Space:* The space we move through without colliding with others.
- **Walking Styles:** Moving forward, backward, sideways, zigzag and circular pathways.
- **Rhythm:** Dancing to different speeds:
 - o *Vilambit* – slow
 - o *Madhyama* – medium
 - o *Drutama* – fast
- **Asamyuta Hastas:** Single-hand gestures used to communicate ideas without speaking.

Link the lesson to real life:

“Just like we walk carefully in a corridor or playground, dancers also respect space while moving.”



Activity 1

WALKING IN SPACE – MOVE & FREEZE

Purpose: To explore personal and general space safely.

Steps:

1. Give each learner a spot marker.
2. Learners stand on their own spot.
3. Ask learners to walk freely in the general space while the teacher counts 1–8.
4. On count 8, learners freeze or return to a spot.
5. Repeat using different walking styles (slow walk, fast walk, tiptoe, firm walk).



Teacher Notes:

- Ensure learners do not collide.
- Reinforce the idea of respecting personal space.



Activity 2

FLOOR PATTERNS & RHYTHM

Purpose: To combine space, walking styles and rhythm.

Floor Patterns Introduced:

- Forward
- Backward
- Sideways
- Zigzag
- Circle



Steps:

1. Demonstrate one floor pattern.
2. Learners practise the pattern:
 - o Alone
 - o In small groups
3. Repeat the same pattern to different rhythms:
 - o Vilambit (slow clapping)
 - o Madhyama (steady clapping)
 - o Drutama (fast clapping)

Link to Basic dance steps and Rhythm:

Explain that basic dance steps become more expressive when matched correctly with rhythm.



Activity 3

EXPRESSING IDEAS USING ASAMYUTA HASTAS

Purpose: To develop non-verbal communication and creativity.

Selected Asamyuta Hastas Introduced:

- Pataka – cutting
- Tripataka – tree
- Mayura – peacock
- Ardhachandra – plate
- Alapadma – full bloomed lotus
- Simhamukha – deer face
- Brahmara – bee

Example:



A deer's head



Simhamukha

Example



Alapadma



Full bloomed lotus

Steps:

1. Teacher demonstrates each hasta and its basic usage (viniyoga).
2. Learners practise in front of a mirror or facing peers.
3. In solo, pairs or groups, learners depict:
 - o A flower and a bee
 - o A forest scene (trees, deer, flowers)
 - o The blossoming of a flower

Teacher Notes:

- Encourage creativity.
- Accept different interpretations.
- Support shy learners gently.



Assessment Criteria

- Maintains personal and general space while moving.
- Follows rhythm accurately.
- Uses hand gestures meaningfully.
- Participates actively in group work.



ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Use of Space	Needs reminders	Maintains space mostly	Uses space confidently
Rhythm	Struggles with tempo	Matches rhythm	Excellent rhythm control
Gestures	Limited use	Correct use	Expressive and creative
Participation	Needs encouragement	Participates willingly	Leads confidently



Extension Activity

Learners create a short 4-8 count movement sequence combining:

- One walking pattern
- One rhythm
- One hand gesture



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