



EduTrend Contents

W4C · DANCE AND RHYTHMIC SPORTS · HIGH SCHOOL

Dance Across Cultures

Learn, analyse and reinterpret dance traditions

Ages 15–18

Level: Advanced

75 minutes

Groups of 4–6

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Dance Across Cultures

Students research two dance forms, such as a folk dance and a contemporary street style, learn a short phrase from each, and analyse action, space, dynamics, music and context. Groups then create a short piece that reinterprets the traditions respectfully and present it with a spoken rationale.

Learning outcomes

By the end of the session students can:

- perform short phrases from two dance forms;
- analyse features of dance in context;
- discuss cultural appropriation and appreciation;
- create and justify a reinterpretation.

KEY WORDS

tradition · context · style · cultural appreciation · appropriation · analysis · fusion · rationale

CURRICULUM LINKS

Dance and PE: performance and analysis. History and geography: culture. Music: rhythm and form.

1**WARM UP**

Raise and mobilise

2**EXPLORE**

Try the movement idea

3**CREATE**

Make a phrase

4**REHEARSE**

Practise and refine

5**PERFORM**

Share and watch

6**COOL DOWN**

Reflect and stretch

Materials (per group)

- Video examples from reliable cultural or arts organisations
- Music for each tradition
- Studio space
- Analysis frameworks
- Worksheets 1, 2 and 3

Before the session

- Select respectful, well-sourced videos.
- Invite a guest practitioner if possible.
- Prepare analysis frameworks.
- Plan space for group work.

SAFETY

Thorough warm-up for new styles. Build intensity gradually. Suitable footwear. Agree respectful language in discussion.

ACTIVITY 05 · SESSION PLAN

Step by step

Frame the task around learning from people within a tradition: credit sources, and avoid treating costume or ritual as decoration.

Time	What happens	Say or ask
0–10 min Warm up	Style-specific warm-up.	<i>"How does this style use the body?"</i>
10–30 min Learn	Learn a short phrase from each tradition.	<i>"What feels different?"</i>
30–45 min Analyse	Compare action, space, dynamics, music and context.	<i>"What is the dance for in its culture?"</i>
45–65 min Create	Groups create a respectful reinterpretation.	<i>"What will you keep, and why?"</i>
65–75 min Present	Perform with a spoken rationale; discuss.	<i>"Is this appreciation or appropriation?"</i>

CHALLENGE CARD (print or copy onto the board)

Create a one-minute piece that reinterprets two dance traditions, with a spoken rationale that credits sources and explains your choices.

ACTIVITY 05 · FACILITATOR NOTES

The dance know-how in brief

Dance forms carry meaning from their social, historical and religious contexts: many folk dances mark community events, while street styles such as hip hop grew from specific communities and music scenes. Analysing a dance means looking at its movement and at what it means to the people who dance it.

Cultural appreciation involves learning from, crediting and respecting a tradition; appropriation takes elements out of context without understanding or credit, often in ways the originating community finds disrespectful. UNESCO recognises many dance traditions as intangible cultural heritage.

Common ideas to listen for

- “Traditional dances never change.” Traditions evolve over time.
- “Mixing styles is always disrespectful.” Informed, credited fusion can honour both.
- “Street dance has no technique.” Styles have precise vocabularies and histories.

Adapting the activity

Support

Analyse one tradition and adapt one phrase.

Stretch

Interview a practitioner and include their perspective in the rationale.

WORKSHEET 1

Analysis

Name: _____

Class: _____ Date: _____

Compare two traditions.

Features

Feature	Tradition 1	Tradition 2
Action		
Space		
Dynamics		
Music		
Context		

WORKSHEET 2

Creative plan

Plan your reinterpretation.

What we keep and why

What we change and why

WORKSHEET 3

Rationale

Write your spoken rationale.

Sources credited

Our intention

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Performs two styles	Analyses context	Justifies choices

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Dance Across Cultures is a sample activity from the EduTrend Contents W4C Dance and Rhythmic Sports programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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