26. Run and make a picture 3/4   Track 24

1 bar = 3 counts
Start: Partners US stand side by side – ft parallel– arms relaxed at sides
Intro:4 bars
1–6   Stand ft parallel – arms relaxed at sides
7–12   Rise on demi pointe

1–12   Run DS on demi pointe free use of arms
1–12   Make a picture with partner and run away

1 couple dance at a time
32 bars – enough music for 4 x couples to dance

Direction
US to DS

27. Run and find a fondu 4/4   Track 25

1 bar = 4 counts
Start: Face DS – stand in a space anywhere in the studio – ft parallel – arms by sides
– Dancers body

Intro: Synthesizer sound
Rise en demi–pointe

1–16   Run en demi–pointe anywhere in room –both arms swinging across front of
          body – sway freely with arms as though being blown by the wind

Wood block sound: Stop – face DS – 1st pos ft – arms at sides

1–8   Dancers Body inc Dancers belts
1–8   Melt slowly into fondu on LL with RF dégagé devant
1–16   Repeat run en demi–pointe
1–8   Repeat Dancers Body
1–8   Melt slowly into fondu on RL with LF dégagé devant
Close in 1st pos ft at end of music

RHYTHM and PERCUSSION

An introduction to a piece of music sets the speed ie the tempo of the piece of the music which is to follow.
A musical introduction is helpful to a dancer so that he or she knows what speed the movements will be performed.
It is important that the dancer, just like the musician in a band or orchestra keeps to the speed of the music.
Teacher to use a verbal introduction to set the speed for the rhythm games.

28. The Introduction Game
Children and teacher stand in a circle
Verbal introduction by teacher to set the tempo
Teacher – **Ready steady let's start**
Child on L of teacher claps 123 saying aloud at the same time
'My name is ——' on count 4 open hands palms up & say name aloud

The game continues anticlockwise round the circle one at a time
No pausing or stopping after a name
Aim to maintain a steady rhythm & even tempo as set by the verbal introduction

29. Altogether clap 1234
Start: Stand or sit in a circle
Verbal introduction – Teacher – **Ready steady let's start**
Altogether – 4 claps counting aloud 1 2 3 4
Repeat until teacher stops

Progression
Teacher claps 123 – children clap on 4
Verbal introduction – Teacher – **Ready steady let's start**
Teacher counts & claps 1 2 3
Children count & clap on 4
Repeat until teacher stops

Progression
Children clap 123 – teacher claps on 4
Verbal introduction – Teacher – **Ready steady let's start**
Children count & clap 1 2 3
Teacher counts & claps on 4
Repeat several times