

Fjäskern

Katie Salisbury

Ideas from the book: *Brain Compatible Dance Education* - Anne Green Gilbert (2006).

Lesson Objective: to teach the Fjäskern dance to the group and have them add their own variations.

Music: Fjäskern from *Dance Music for Children, Level 1* by Shenanigans

This is a dance from Sweden with the title translating to "Hurry Scurry". The music becomes faster with each repetition.

After learning the circle dance in its entirety, there will be an opportunity for students to add their own variations in the form of different locomotor or non locomotor movements.

Introduction/Warm up:

Music Suggestion: *Kel Kweyo* by Geoffrey Oryema

Working with a variety of locomotor movements

1. Have students walk around the room at a natural pace
2. Teacher changes instruction to a different locomotor movement after some time has passed
3. Repeat a number of times, and then ask for suggestions from students of new locomotor movements

For example:

Walk	Leap
Creep	Tiptoe
Slide	Roll
Skip	March
Hop	Gallop
Prance	Stomp
Run	

Working with non-locomotor movements

1. Students walk for 8 counts, then perform a non locomotor movement for 8 counts.
2. At first teacher suggests non locomotor movements, then asks for suggestions from students

For example

Twist	Punch
Bounce	Balance
Turn	Jump (in place)
Clap	Sway
Shake (hands, feet)	bend

Combine the two elements, with suggestions from students as to the locomotor movement and the non locomotor movement.

Have two rounds where the locomotor movement lasts for 16 counts, and ask students to notice what has changed. Can change music to Fjäskern from *Dance Music for Children, Level 1* by Shenanigans here.

Fjäskern Dance: Have students in one large circle to start.

Basic - without partners

A Section

- Walk around the circle counterclockwise (16 counts)
- Walk around the circle clockwise (16 counts)

B Section

- Kick four times, with the heel touching the ground in front. Hands can be placed on the hips. (4 counts)
- Clap once, and walk on the spot 3 times (4 counts)
- Repeat the kick/clap/walk sequence three more times, for a total of 24 counts.

With partners

Move every second student so that they are standing next to a partner. There should be 2 circles, with everyone facing the same direction (counterclockwise).

A Section

- Remains the same, with partners walking next to each other

B Section

- Partners face each other with hands on hips. Kick four times (4 counts)
- Clap once, then change places with their partner, ensuring to pass on the right
- Repeat three times. Teacher can say “heel, heel, heel, heel, clap, change places” in time with the counting.
- After the 4th repetition, the A section begins again. The music becomes faster with each repetition.
- There are a total of 6 repetitions in the music.

Adding Variations

- During the A Section, students can make suggestions of how to move around the circle. Encourage them to think about the ways that they moved during the first phase of the lesson.
- During the B Section, non-locomotor movements can be changed. Instead of doing the kicks, students can choose a different movement from the start of the lesson

Final composition:

Students can create a structure for the dance, with a different locomotor/non locomotor movement performed each time the music repeats. The structure may need to be written on the board so that the students can remember.

Teacher should encourage students to remember that the music gets faster each time it repeats, and to keep this in mind with their choices.