

TOGETHER, WE CAN DO SOMETHING SPECIAL

WE ARE
MACMILLAN.
CANCER SUPPORT

Takes about 15–20 minutes

This assembly is designed to help pupils:

- learn about charities and what they do
- get a buzz out of doing something amazing for charity
- appreciate how Dress Up and Dance helps people.

You may also like to use our intro video to Dress Up and Dance at macmillan.org.uk/dancemoves

Suggested assembly plan:

- Talk about how even the smallest of gestures can make a real difference to someone's day, or even life. Ask pupils if they can think of any gestures they've made that have made someone happy.
- Explain that by having everyone coming together for a cause, the difference they make to people's lives can be huge. And Dress Up and Dance is a great example of this.
- Describe what Dress Up and Dance is: dressing up as someone they find inspirational and having fun at school, making things and learning about dancing ... all while raising money to help people who have an illness called cancer.
- Give a little detail about how dressing up and dancing makes a difference. One way to do this is to say that last year schools like yours asked every child to give £2 so that they could wear dress up clothes for the day. Over the years, many children from all parts of the UK have taken part, donated their £2 and together this has added up to an incredible amount raised. Macmillan can use this to help support people with cancer with everything from concerns over money to just being there if they feel down.
- Reiterate that the money made such a big difference to people who have cancer: a few pounds from lots of children = a real change.
- End by making sure pupils know all the things they're going to be doing, what they need to bring and the special classroom activities you've got in store for them.



If you'd like, we can provide speakers to talk about Macmillan's work and bring to life how Dress Up and Dance will help support people affected by cancer. If you'd like to be put in touch with your local Macmillan speaker, please give us a call on **0300 1000 200** or email dressup@macmillan.org.uk

For more resources on teaching about cancer, search 'teaching' on our main site.

MAKE YOUR OWN SUPERHERO MASKS

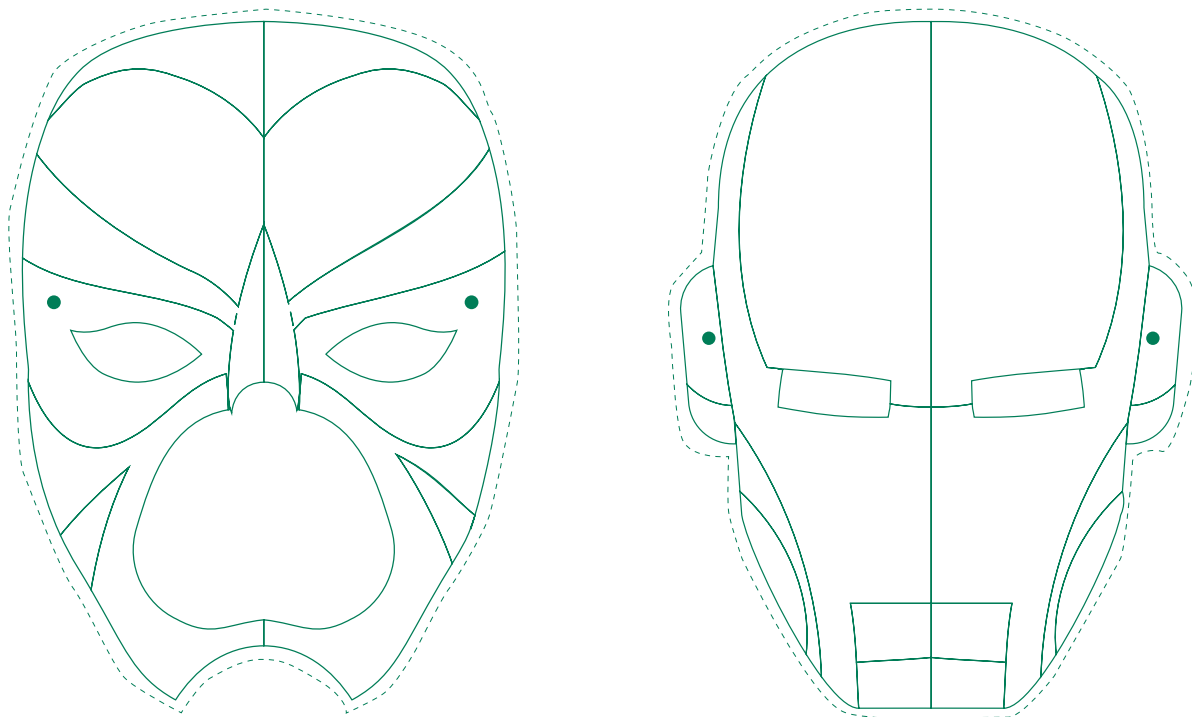
You will need:

- coloured string or yarn (cut to 100cm lengths)
- coloured card
- scissors (make sure to ask an adult for help)
- colourful crayons or pencils for colouring in
- glue.

How to make your own superhero masks:

1. Be sure to ask an adult for help.
2. Glue your activity sheet to a piece of card
3. Colour and decorate the masks in any way you like.
4. Cut out the masks. Don't forget the eyes and the holes on the side.
5. Tie a length of string through the side holes to fit your head.
6. Put on your mask and wear it proudly as you Dress Up and Dance!

Below is what the mask sheet looks like. You can download this from our website.



DANCING THROUGH HISTORY

Takes about 30–45 minutes

This classroom activity is designed to help pupils:

- use a range of materials creatively to design and make something
- learn about a variety of dances from around the world
- learn about historical events
- train their memories in a fun and interactive way.

You will need:

Dancing through History cards to cut out and colour in.

Preparation:

Photocopy the sheet with the Dancing through History drawings on them. Each child will need at least one sheet. Alternatively, print them directly onto white card so they are more durable.

Starter activity:

Give each child a sheet of Dancing through History cards, and ask them to cut them out and colour them in.

Activity 1:

- Show videos of dances across different ages (see reference sheet for links to videos). Here's a list of a few you might want to show:
 - Sattriya (Indian classical dance) – 15th century
 - Hornpipe – 16th century
 - Waltz – 1780s to 1820s
 - Charleston – 1920s
 - Mambo – 1930s
 - Disco – 1970s
 - Vogue – 1980s
 - Gangnam style – 21st century.

Continued over

- Draw a timeline on the whiteboard and encourage your pupils to guess what period of time the dances come from. You could ask them to bring their cards up to the front to stick on the timeline to make this more interactive.
- You may also like to use these dances to talk about other events that happened during the time they were popular. Please see the separate reference sheet for examples.
- You could ask older pupils to research historical events happening at the same time as the dances, and use this information to produce a poster or presentation.
- You could also ask pupils to learn a dance move or two to demonstrate to the class.

Activity 2:

- Ask your pupils to stick each dance drawing onto a piece of card to strengthen them.
- Divide your pupils into groups, and choose a card game to play:

The memory game (for 2+ people)

- Lay out the cards face down.
- One pupil picks a card to turn over, and then tries to find its identical pair by picking a second card. If they match put them to one side, and have another go. If they don't match replace the cards face down, and let the next person have a go.
- The game ends once all the cards are paired off.
- The pupil with the most pairs wins.

Snap (for 2+ people)

- Divide the pack of cards evenly between the players.
- Go round the group with each player putting a card down face up.
- If the card is the same as the one placed before it, then you must yell 'snap' and place your hand on the pile.
- The first person to do so takes the cards in the pile.
- The winner is the person who is left with all/the most cards.



MAKE YOUR OWN DANCE CARDS

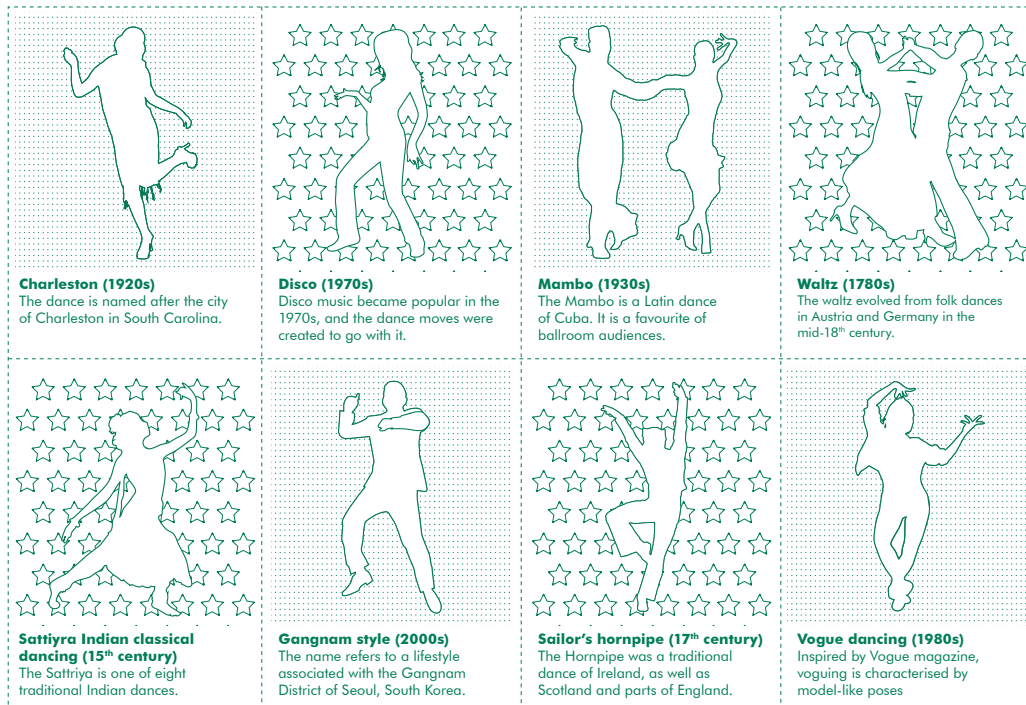
You will need:

- coloured cardboard
- glue
- scissors (make sure to ask an adult for help)
- colourful crayons or pencils for colouring in.

How to make your own dance cards for pairs:

1. Be sure to ask an adult for help.
2. Colour and decorate the handouts in any way you like.
3. Glue the sheet to a piece of cardboard.
4. Cut each card out neatly.

Below is what the card sheet looks like. You can download this from our website.



FACTS: DANCING THROUGH HISTORY

We have tried to be as accurate as possible with these facts, but we would advise checking them before teaching to make sure.

Videos have been taken directly from YouTube, so we would recommend viewing first before showing to pupils to make sure it's suitable for their age group.

Sattriya (Indian classical dance) – 15th century

Video: <https://www.youtube.com/watch?v=Bh6IZnMGIQ8>

Dance information:

- The Sattriya is one of eight traditional Indian dances and is still danced today.
- It was traditionally used as a means of presenting mythological teachings in an accessible, immediate and enjoyable manner.
- The instruments that accompany the dance are drums, cymbals and the flute.

What else was happening at the time?

- 1492 – Columbus lands in the Americas.
- 1413 – Henry V becomes King of England.
- In the 16th century countries including Great Britain established trading posts in India.
- Britain ruled India from 1600 till 1947.

Hornpipe – 17th century

Video: <https://www.youtube.com/watch?v=fYvU7oBBgKA>

Dance information:

- The Hornpipe was a traditional dance of Ireland, as well as Scotland and parts of England.
- It is performed in hard shoes to help make sure the dancers are in time.
- It is often suggested that it began on ships because movements were similar to sailors of the time (eg looking out to sea with the right hand on the forehead), but this is a myth.

What else was happening at the time?

- Ireland was under British rule, and there were lots of wars and skirmishes over religion.
- 1605 – Guy Fawkes tries to blow up the Houses of Parliament.
- Galileo publishes his ideas about the universe, and is ordered to appear before the inquisition in Rome.
- 1645 – Civil war breaks out in England between the Royalists and the Parliamentarians who believed that Charles I was too Catholic.
- 1686 – Isaac Newton publishes his book on gravity.

Waltz – 1780s

Video: https://www.youtube.com/watch?v=hJt_0G78XeE

Dance information:

- The Waltz originated in Germany, but became fashionable in Vienna in the 1780s.
- It is a smooth, progressive ballroom and folk dance.
- Its introduction scandalised some because of the close contact between the two dancers.

What else was happening at the time?

- 1780 – Industrial Revolution begins.
- 1787 – First fleet of convicts sails to Australia.
- 1789 – French revolution begins with the storming of the Bastille.
- 1793-1815 – Britain at war with France.
- 1805 – Nelson beats Napoleon at the Battle of Trafalgar.

Charleston – 1920s

Video: <https://www.youtube.com/watch?v=HaoDEIHUIqw>

Dance information:

- The dance is named after the city of Charleston in South Carolina.
- The dance was created from existing dance moves for a film.
- The music came from the Charleston dockyards.

What else was happening at the time?

- There were new, exciting social and cultural trends created – particularly in major cities like New York, Chicago, Paris and London – including jazz and art deco.
- 1918 – First World War ends.
- 1928 – All women over the age of 21 get the vote.
- 1928 – Alexander Fleming discovers penicillin.
- Sometimes called the 'golden age twenties' or the 'roaring twenties' because of the economic boom following WWI.



Mambo – 1930s/1940s

Video: <https://www.youtube.com/watch?v=CvGiyckmlbY>

Dance information:

- The Mambo is a Latin dance of Cuba.
- Mambo was invented during the 1930s by the native Cuban musician and composer Arsenio Rodríguez, developed in Havana by Cachao and made popular by Dámaso Pérez Prado and Benny Moré.
- The mambo is a favourite of ballroom audiences because of its high energy level and infectious rhythms.

What else was happening at the time?

- 1930s – The Great Depression.
- 1933 – Hitler gains power in Germany.
- 1936 – Edward VIII abdicates so he can marry Wallace Simpson.
- 1937 – George VI, Edward's younger brother, is crowned king.
- 1939-1945 – World War Two.

Disco – 1970s

Video: <https://www.youtube.com/watch?v=LUID0jSh2Ic>

Dance information:

- Disco music became popular in the 1970s, and the dance moves were created to go with it.
- Disco originated in America among the gay and African American communities, and it expanded to other marginalised communities.
- The fashion was often extravagant and expensive to match the flamboyant dance moves.

What else was happening at the time?

- 1971 – New currency replaces pounds, shillings and pence.
- 1977 – The first Star Wars came out.
- 1979 – Margaret Thatcher becomes Britain's first female Prime Minister.
- Feminism grows throughout the 1970s.
- Civil rights movement, feminism and gay rights movement all saw progress at this time.



Vogue – 1980s

Video: <https://www.youtube.com/watch?v=wZyp3bZAVIM>

Dance information:

- Inspired by Vogue magazine, voguing is characterized by model-like poses integrated with angular, linear, and rigid arm, leg, and body movements.
- This style of dance arose from Harlem ballrooms by African Americans in the early 1960s.
- It gained mainstream exposure when it featured in Madonna's song Vogue in 1990.

What else was happening at the time?

- 1981 – Prince Charles marries Lady Diana Spencer.
- 1982 – Michael Jackson releases Thriller.
- 1984 – Miner's strikes over pit closures begin.
- 1989 – Berlin Wall Falls.
- 1989 – World Wide Web invented.

Gangnam style – 21st century

Video: <https://www.youtube.com/watch?v=9bZkp7q19f0>

Dance information:

- The song was released by South Korean Musician Psy on July 15, 2012 and topped the charts in 30 countries.
- The phrase "Gangnam Style" refers to a lifestyle associated with the Gangnam District of Seoul.
- The song's music video with its dance moves have influenced popular culture worldwide. It won Best Video at the MTV Europe Music Awards, and was the first dance video to reach 1 billion YouTube views.

What else was happening at the time?

- 2007 – Global financial crisis.
- 2012 – Queen Elizabeth II's Diamond Jubilee.
- 2012 – London hosts the Olympic Games.

