

Swami Vivekananda Cultural Center Punjabi Dance Faculty

Primary Genres of Dancing: Folk & Modern Day Bhangra & Gidda

Secondary Genres of Dancing: Bollywood, Semi-Classical & Contemporary

Schedule: Weekly Sessions; Mondays and Tuesdays 5pm to 7pm

Instructor: Preetam Singh Shokar (2 time Fiji Audio-Visual Commission Dance Award Winner)

Course Description

An introduction to Basic, Intermediate and Advanced Punjabi Dance, including technique, movement, musical rhythm, phrases, and choreography. Inspired by the high-energy music from Folk and Bollywood Singers, Punjabi Dance is a form that combines folk and classical Bhangra and Gidda dances with Hip Hop, Jazz, Latin, and Sufi forms of dances. This course introduces the foundational movements, fundamental techniques, rhythmic footwork patterns, hand gestures, arm movements, and facial expressiveness of Punjabi dancing, for both in-house and outreach stage. Study includes the basic embodied theory, vocabulary, musical and cinematic association, culture and history of classical Indian dance forms and Indian folk forms, as well as other sub-genres and styles that contribute to the development of modern day dance and culture.

This course intends to provide general knowledge of Punjabi and North Indian dance and culture. Students will learn how commonly Bollywood dance practices employ traditional Indian folk dance, such as Bhangra, Gidda and mix of other classical and semi-classical forms. Additionally, this course will expose students to the ways in which contemporary North Indian Punjabi dancing also includes elements of Western movements and dance forms like Modern Jazz and Hip-Hop.

Focusing on basic movements, hand gestures, rhythmic patterns and communicative expressions, this course is designed to provide students with a solid foundation from which to perform traditional, cultural and modern day dancing, including an emphasis on contemporary storytelling through movement, specificity, posture, strength, alignment and coordination.

Bhangra / Gidda Dance - Truly Inspirational Punjabi Folk Dance

Bhangra dance is a famous folk dance which is originated from Punjab. This dance leaves one with utmost zest and enthusiasm. It is one of those lustrous dance forms which take one's creativity to the highest level. Its fan base is growing all over the world as its popularity is gaining heights. From ancient times, Bhangra dancing is a major attraction for males while Giddha is a foremost choice for females in the Punjab, Himachal Pardesh and adjoining areas.

It has a strong presence in various parts of Punjab, where it is performed as a ritual on various auspicious occasions such as Baisakhi. There is a huge craze to learn from Bhangra classes in the youths of the state. Moreover, with the addition of rap songs and the rise of Punjabi singers, Bollywood Bhangra has been brought to perform in the leading Bollywood movies. This has led to a serious craze in people who just want to express their feelings on various occasions. Let's explore this mesmerizing activity in detail which has touched the lives of so many people regardless of borders. Learn Punjabi Dance.

Origin of Bhangra / Gidda

The history of Bhangra / Gidda takes us back to 500 years ago. Interestingly, its basic movements have been picked out from general farming activities. In other words, the body gestures during the ploughing, sowing and harvesting activities have been used in this dancing activity. So more or less, it gives the message of a happy farmer who couldn't resist dancing after seeing the crops. This is the reason, it has become a ritual to perform Bhangra dance on the Baisakhi event. Since the late 1960s and 70s, it is being performed on various international stages, especially in USA and UK.

Associated Music, Elegant Costumes of Bhangra / Gidda and Global Recognition

The music of Bhangra dance workout tends to bring out the uninhibited flow of emotions. It has a vibrant and an intoxicating effect on the audiences. At times, the magic of music becomes so high that it makes people dance freely and shake their bodies on the tunes of Bhangra. With the Dhol beats, you will feel the inner joy as you release all the tension in your muscles. The Bhangra elegant costume is its major attraction consisting of turban, kurta, shalwaar, kammez etc.

Bhangra / Gidda is slowly attracting people from all over the world. Even the universities and educational institutes have included Bhangra and Gidda dance classes in their curriculum which is widening its reach globally. Bhangra is just like other dance styles which spread the message of love and peace. Learn it, excel it and enjoy it!

Learning Objectives

- ➔ Identify basic characteristics and vocabulary in Punjabi dancing
- ➔ Establish the capacity to recognize the difference, inter-connectedness, and diversity of classical, semi-classical and modern day Indian dancing
- ➔ Understand the key concepts, discourses, and formulaic storytelling elements involved in the practice of this form
- ➔ Understand the transformation of this form from a cinematic experience to a live theatrical experience, and participatory dance culture
- ➔ Recognize the relationship between the movement and music
- ➔ Develop an awareness of the context and social sciences related to performing and viewing cultural and modern fashion dancing
- ➔ Recognize how the integration of Western dance styles and forms contributes to the development of a dance vocabulary and style
- ➔ Develop an understanding of personal and collective voice and style

Lesson Plan

WEEK	WARM UP ROUTINE 10 mins	THE MOTIFS & KEY WORDS 15 mins	CREATIVITY 15 mins	COOL DOWN & FEEDBACK 5 mins
WEEK ONE	<p>Watch intro video – questions you may want to ask students:</p> <p><i>What do you think the dance is about? Where does it originate/come from? Discuss the story/Dhol Drum/Costume</i></p> <ul style="list-style-type: none"> For younger students you may want to use warm up instructions taking them through harvest, waking up, going onto the field, calling, feeding chickens, sow the seeds. <i>Give each command an action.</i> Older students you may want to do a high energy cardio dance introducing lots of jumps and turns from the high-energy required for the dance style 	<p>Jump Travel Turn</p>	<p>All students – Perform two/three motifs, in small groups</p> <p>Most students - Perform three motifs in a group, add an entrance showing the beginning (going onto the field to start the dance)</p> <p>Some students – Perform three motifs with an entrance, and add a motif that shows Bhangra dancers working together.</p>	<p>Students perform back in smaller groups and give constructive feedback</p> <p>Optional questions:</p> <p><i>What instrument does the Bhangra dancer use? What is the story based on?</i></p>
WEEK TWO	<p>Watch intro video – questions you may want to ask students:</p> <p><i>What did the motifs from last week mean? What do you think of the costumes?</i></p> <ul style="list-style-type: none"> Relay Races – students have to run to get onto the field, dig the ground, feed chickens by throwing arms in circular motions – <i>link commands to the dance motifs from week one.</i> Bhangra dance there is a lot of repetition, teach the same warm up pattern, students face front, side, back and side to do this. 	<p>Gesture Stillness Star motif</p> <p><i>Advice - always teach the students the motifs at the front of the class before asking students to go away and practice.</i></p>	<p>All students – perform two/three motifs in small groups</p> <p>Most students – perform three motifs with a position at the end showing you have finished the farming – you could create a cart and travel around the space</p> <p>Some students – all of the above and incorporate a motif from week one.</p>	<p>Students perform back in smaller groups and give constructive feedback</p> <p>Optional questions:</p> <p><i>Bhangra dance is a celebration, how have you shown this in your dance?</i></p> <p>Remember if you have dancers sitting out you may want them to assist and make music using drum, tambourine etc.</p>

WEEK	WARM UP ROUTINE 10 mins	THE MOTIFS & KEY WORDS 15 mins	CREATIVITY 15 mins	COOL DOWN & FEEDBACK 5 mins
WEEK THREE	<p>Watch intro video – questions you may want to ask students:</p> <p><i>What do we know about Bhangra dance so far? Where does it originate? What have we explored in our motifs?</i></p> <ul style="list-style-type: none"> Music and beats are important in Bhangra, the dance is determined by the drummer, you may want to introduce this in warm up, ask students to perform for example <i>star jumps, when they have the change command they change to next exercise.</i> Explore rhythm patterns (see warm up video) 	<p>You could ask the students to order the motifs in a story like manner.</p> <p>Older students you could determine the motifs by chance, toss a coin or role a dice to decide structure of phrase. (We can discuss this in warm up videos)</p>	<p>All students – create a phrase combining their chosen motifs 4/5 motifs with repetition to stage right and left.</p> <p>Most – Be able to perform a variation of the key motifs from the resource</p> <p>Some – Perform with confidence a phrase of movement with transitions and creativity where applicable.</p>	<p>The story telling aspect of Bhangra can be explored in great detail, you can ask students to decide this, you could discuss costume, integrate drums, integrate voice command, and have a celebration.</p>
WEEK FOUR	<ul style="list-style-type: none"> You may want to ask older key stage groups to lead aspects of the warm up using flash cards with movements on Younger students develop the commands through vocabulary explored within the motifs, feed the chickens etc. 		<p>Bhangra dance has lots of repetition and arm gestures with jumping feet, a huge aspect is formations, get students to:</p> <ul style="list-style-type: none"> Change formation with every motif Perform different motifs with varying body parts Change the direction that every motif is performed Incorporate the use of canon Ask them to write their own farming story and how they would dance this <p>You may want to ask the group to:</p> <ul style="list-style-type: none"> Use call and response Add a drum Add a leader that starts every motif and the rest follow Each dancer has the responsibility of being a leader for a motif 	<p>Ask the group about performance skills, at this point they should be confident enough to think about, focus, projection, musicality, spatial awareness.</p> <p>Bhangra is very community based, ask students to sit in a circle and perform within the circle.</p>

Lesson Plan (continued)

WEEK	WARM UP ROUTINE <i>10 mins</i>	THE MOTIFS & KEY WORDS <i>15 mins</i>	CREATIVITY <i>15 mins</i>	COOL DOWN & FEEDBACK <i>5 mins</i>
WEEK FIVE	<p>Watch Routine Videos</p> <ul style="list-style-type: none"> • You may want to ask older key stage groups to lead aspects of the warm up using flash cards with movements on • Circuit style warm up – different station varying activities 	<p>Students / Teacher decides which routine is best suited for the class / groups / individuals.</p>	<p>Students begin to develop their own routines within a group / pair.</p> <p>You may want to incorporate the idea of a class performance – add changes in formation lines, triangle, circle some groups freeze as other perform. Creative license to the teacher</p>	<p>Students perform back in smaller groups and give constructive feedback.</p> <p>Cool down activity if needed: Stand in a circle perform simple held stretches or activity pass the squeeze around the circle with eyes closed holding hands</p>
WEEK SIX	<p>Watch Routine Videos</p> <ul style="list-style-type: none"> • You may want to ask older key stage groups to lead aspects of the warm up using flash cards with movements on • Circuit style warm up – different station varying activities 	<p>Students / Teacher decides which routine is best suited for the class / groups / individuals.</p>	<p>Students continue to develop their own routines within a class / group / pair.</p> <p>You may want to film this and they watch their performance</p>	<p>Students discuss what they have learned over the 6 week period.</p> <p>Cool down activity if needed: Stand in a circle perform simple held stretches or activity pass the squeeze around the circle with eyes closed holding hands</p>

Week 7 to 21

- ➔ Introduction to Jhoomar / Bhangra / Gidda
- ➔ Basic and Intermediate combinations / choreography
- ➔ Short assignments on specific dance styles, songs and features
- ➔ Introduction to basic vocabulary, rhythmic footwork and hand gestures
- ➔ Introduction to folk dances of the primary genres and inclusion in Modern Day dancing

Week 22 to 36

- ➔ Introduction to Bollywood Contemporary Punjabi Dancing
- ➔ Contemporary Dancing: Analyzing it in modern day thematic areas of dancing
- ➔ Basic and Intermediate combinations / choreography
- ➔ Introduction of styles and forms of contemporary Bollywood
- ➔ Introduction of dance choreography from classical and modern stage shows
- ➔ Exploring similarities and differences between Punjabi dancing and other forms

Week 37 - 52

- ➔ Introduction to Blend of Folk & Modern Day Hip Dancing
- ➔ Intermediate and Advanced combinations / choreography
- ➔ Transition to more intricate and longer combinations /choreography
- ➔ Understanding presence of Folk and Bollywood in the global landscape
- ➔ Understanding the influence and inclusion of western dances in Indian dancing

Course Outcomes

Strand Unit	Exploration, creation and performance of dance
Curriculum Objectives	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> • Explore movements of body parts and body actions • Explore different levels, pathways, shapes, balances and directions in space • Explore and communicate through body movements a range of moods and feelings • Create, practise and perform dances showing a clear beginning, middle and end using techniques of unison (all dancers moving at the same time) and canon (B follows A) • Work in small groups to create and perform a dance • Perform a dance to music showing a sensitivity to rhythm changes and phrasing • Show poise, balance, control and coordination when moving and stopping
Learning outcomes	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> ▪ Revise all prior teaching points for the skill of balancing and focus specifically on today's teaching point 'arms as still as possible with no excessive movement' ▪ Practice the skill of balancing in a creative dance ▪ Understand the importance of balancing ▪ Identify how to improve their skill of balancing ▪ Develop their ability to work as part of a group.
Fundamental Movement Skill	Balancing