

Rambert  
**grades**

**Learner's Handbook**

# Creative Dance for Early Years

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## Rambert Grades: Training to Empower

Rambert Grades is the benchmark in contemporary dance training and education. The Creative Dance for Early Years syllabus is grounded in process and creativity which supports the teacher to develop and enable emerging talent. This practical framework places the examination as an integral celebratory moment in each student's journey.

Our approach is inclusive and accessible to all students, regardless of their abilities and prior experience of formal dance training. By allowing each dancer to make choices and develop their own interpretation of movement, the Rambert Grades training is holistic, promotes transferable skills, and develops the whole individual.

### Course Information

#### Aims

This training has been designed to equip you with all the skills and knowledge you need to deliver Rambert Grades classes with confidence.

Over two days you will be guided through the Creative Dance for Early Years syllabus. This training includes experiencing a sample class led by one of our delivering artists, alongside learning how to use and implement the structured framework we have created to develop your own classes.

By the end of this training, you will be able to utilise our resources to create and deliver Creative Dance for Early Years classes at three different levels: Creative Movers, Pre-primary and Primary, with the freedom to do this in the best way you see fit for your students.

#### Training Format

##### Phase one: Self led learning

Familiarise yourself with the following videos located in your training area:

- Creative Dance for Early Years Insight
- Welcome to Rambert Grades
- Preparing to move
- Here to support you
- Skills videos

##### Phase two: Guided learning

**Day One:** Three hours of guided learning. At the end of day one you will be asked to

complete a homework task to be presented on day two.

Day two: Three hours of guided learning and consolidation.

To get the most out of your training, we recommend that you:

- Carve time out for yourself, with minimal distractions. Try to switch off from anything outside the session.
- Wear comfortable clothing you are free to move in.
- Have space for movement. This does not need to be a large space. The most important thing is that you have a clear room free of any obstacles and trip hazards.

## The Cards

The Creative Dance for Early Years syllabus provides the teacher or leader with a structured framework without the repetition of exercises each week.

All training participants are supplied with a series of prompt cards which provide a structure and flow for the class and allow teachers to take their groups on a new journey every week, delivering each class in numerous different ways.

Cards 1-6 form the structure of the class, cards 8-10 will include reminders of appropriate physical skills, class themes and warm up games. Card 7, the super-wild card, offers prompt questions to create shifts within the class and take any given task on a new journey.

The questions listed on each card are designed to instigate thought and spark ideas that help students to connect to the chosen class theme.

The content and aims of the cards are listed in the following pages:

<p><b>01. The Opening Card</b></p> <p>To acknowledge one another</p> <p>Respond to your name (how?)</p> <p>How do you feel?</p> <p>Welcome/greeting - Individually and to one another</p> <p>What do you know about (the theme)?</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To welcome each other</li> <li>• To connect with the teacher or class leader</li> <li>• To connect with themselves</li> <li>• To introduce the theme</li> <li>• To communicate</li> <li>• To promote thinking</li> </ul>
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<p><b>02. The Warmup Card</b></p> <p>To prepare the body to move and wake up the senses</p> <p>Are you ready to move?</p> <p>Are you listening?</p> <p>Can you see each other?</p> <p>What can you notice in the space?</p> <p>How can you connect with someone else?</p> <p>Respond to this...</p> <p>How does your energy affect everyone else?</p> <p>Are you alert?</p> <p>How do you feel now?</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To get the body ready to move</li> <li>• To get them focused</li> <li>• To get them thinking about spatial awareness</li> <li>• To promote safe practice</li> <li>• To connect with one another</li> <li>• To respond to instruction/prompting</li> </ul>
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### 03. The Together Card

To come together in a circle to calm the energy and begin to develop skills

Can you follow this?

Can we move together or one at a time?

Share an idea?

Do you remember what this is called?

Or how to do this safely?

What sound matches this movement?

Can you repeat this?

How does it feel?

Find a different way...

Concentrate on this...

How long can you do this for?

#### Aims:

- To gain focus after the warmup
- To create greater body awareness
- To work on mobilisation of body parts
- To connect to the floor/surface and find weight
- To observe one another, reflect and contribute
- To work on more technical movement in a focused way
- To incorporate non-travelling movement
- To focus on building skills and basic technique
- To bring attention to breath, sounds and counting
- To set up the theme of the session if not already started in the warmup

#### 04. The Journey Card

To start to explore skills and a theme through travel

Where are you going?

How will you get there?

Who are you travelling with?

Who or what are you?

How do you move?

What does it sound like?

What does it feel like?

Can you find another way?

Which direction must you go in?

What can you see?

How can you help each other?

#### Aims:

- To embody the theme through movement
- To cover skills that move in space
- To respond to rhythm
- To work on coordination
- To imagine environments
- To test out limitations
- To play with scales (speed, size, levels, texture, emotion, temperature)
- To move the body through space
- To focus on one's relationship to the floor and other surfaces
- To create characters
- To work together
- To create sequences/patterns through prompts

<p><b>05. The Imagination Card</b></p> <p>To delve deeper into the theme with freedom of movement</p> <p>Can you tell me a story?</p> <p>Who are you? What are you made of?</p> <p>How are you moving?</p> <p>When and where do you move?</p> <p>Become a...</p> <p>From here to there...</p> <p>Opposites</p> <p>Above and below</p> <p>Can you copy? Can you follow?</p> <p>Can you lead (with)? Can you watch?</p> <p>Respond to a sound, action, word, touch, prop</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To build on communication</li> <li>• To make choices</li> <li>• To share ideas</li> <li>• To explore one's own voice/imagination</li> <li>• To further one's own voice/imagination</li> <li>• To further embody the theme with more freedom of choice</li> <li>• To utilise learnt skills</li> </ul>
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<p><b>06. The Closing Card</b></p> <p>To connect, reflect and close the class</p> <p>What do you remember?</p> <p>What was your favourite?</p> <p>Say well done to yourself and each other</p> <p>What would you like to re-visit?</p> <p>How do you feel now?</p>	<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• To appreciate</li> <li>• To reflect</li> <li>• To remember</li> <li>• To re-visit</li> <li>• To acknowledge</li> <li>• To promote thought</li> </ul>
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### 07. The Super-Wild Card

To create a shift within class or mix things up

Can you do it backwards?

What's the password? (Physical/verbal)

Number students and shout out their numbers in order

What's your superpower/number/move/place/word?

Put your hands on your...

Test memory of certain step, position or move

Countdown to a... shape/action

**Aims:**

- To surprise
- To re-focus
- To establish certain skills
- To shake up

## 08. Warm-up Games

A list of age-appropriate games that can be used for warm up

The colour code indicates which level each game can be utilised from and correlates to the Skills List

Traffic Lights **g**

Musical Statues **g**

Dots **g**

Numbers **g**

Bounce, Flick, Melt, Stick **g**

Animal Tag **g**

Location Game **g g**

Mirror Me **g g**

Migration Game **g**

Stuck in the Mud **g**

Circle and Lines/Zeros and Ones **g**

Rock, Paper, Scissors **g**

Connect/Glue **g**

Do As I Do **g**

Scales: Speed, Size, Emotion, Volume, Texture **g g**

Alphabet Games **g g**

Any of these games can be adapted and shaped to incorporate a chosen theme or they can stand alone as they are.

You are welcome to create your own games.

**g Creative Movers**

**g Pre-Primary**

**g Primary**

<p><b>09. The Skills Card</b></p> <p>A list of age-appropriate skills grouped in areas of focus</p> <p>Encourage the use of...</p> <p>Shifting in space</p> <p>Pathways</p> <p>Articulation</p> <p>Dynamics</p> <p>Surface/Floorwork</p> <p>Elevation</p> <p>Develop using..</p> <p>Size, Levels, Speeds, Direction,</p> <p>Mirroring, Repetition, Props</p> <p>Use of a different body part or Sound</p>	<p>This card aligns with the 'Physical Skills' videos in your training area.</p> <p>These skills are open for interpretation and each student will find their own way to embody them according to their level and developmental maturity.</p> <p>As you will see in the videos, we have provided some examples of individual interpretation.</p> <p>All skills are relevant for each grade of the syllabus.</p>
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<p><b>10. The Themes Card</b></p> <p>A list of theme suggestions to use to umbrella the class</p> <ol style="list-style-type: none"> <li>1. Space</li> <li>2. Life cycles</li> <li>3. Animals</li> <li>4. Our world -Environments/ecosystems</li> <li>5. Music, Rhythms and Rhyme</li> <li>6. Seasons</li> <li>7. Weather and Elements</li> <li>8. People</li> <li>9. The body</li> <li>10. Culture</li> </ol>	<p>This card may be used to guide the class through an imaginative journey and explore elements of a subject/idea in a physical manner.</p> <p>Each theme takes inspiration from the world around them and encourages the class to learn about a new subject through embodiment.</p>
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Additional documents to support cards 8, 9 and 10 can be found in the Further Resources section on the Creative Dance for Early Years Training Area.

## Entry Level Exams

### Exam Guidance

Guidance on what content to submit for the exam and how to submit this can be found in your Teachers' Handbook.

We will celebrate the following areas through individual feedback:  
Communication, Teamwork, Generosity, Effort, Listening & Enthusiasm.

Each candidate will receive a digital Certificate and Badge that corresponds to their qualification level.

These Exams will operate on a Pass / Fail basis.

Each exam should not exceed 12 students in each set and a minimum of 4 students per set. These rules apply for each level within the Entry Level qualification.

### Overview of Examination Content

The content which you will need to record and submit for the exam differs for Creative Movers, Pre-Primary and Primary, this is detailed below:

#### Creative Movers

The sections examined will include Journey (Card 4) and Imagination (Card 5) and during these sections a total of 4 skills of the teacher's choosing should be present. These do not need to be performed in any specific way, other than within the realms of safe practice.

(Exam duration: 8 mins)

#### Pre-primary

The sections examined will include the Together (Card 3), Journey (Card 4) and Imagination (Card 5) and during these sections a total of 6 skills of the teacher's choosing should be present, 4 of these skills should be presented in a sequence, in succession or in a linked manner. This serves to show the dancer's ability to connect material, it is not a test of memory as a teacher or assistant may also perform these skills alongside the dancers.

(Exam duration: 10 mins)

## **Primary**

The sections examined will include the Warmup (Card 2), Together (Card 3), Journey (Card 4) and Imagination (Card 5) and during these sections a total of 8 skills of the teachers choosing should be present, 6 of these skills should be presented in a sequence, in succession or in a linked manner.

This serves to show the dancer's ability to connect material, it is not a test of memory as a teacher or assistant may also perform these skills alongside the dancers.

(Exam duration: 12 mins)

Each lesson should, of course, work through each section of the class but for the purposes of the exam the selection for the examination will be limited to that detailed above.

Each examination set must present the same material, but, if you have more than one set entered for the examination then the material can differ from group to group. The candidates perform all exercises as a group unless specified in the exercise notes or it's unsafe to do so. Each candidate is assessed individually within the group.

## **Developing Skills at Entry Level**

This syllabus will provide an imaginative environment for your student to explore, play, share ideas and move together with their peers.

Through Creative Dance for Early Years, young dancers will build a strong sense of body and spatial awareness with an understanding of basic contemporary dance technique.

While embodying an animal, becoming a character, or being transported to another world, students will follow set movement combinations as well as perform turns, rolls, swings, balances and stretches with complete freedom.

The skills students develop at Entry Level will enable them to progress further through Rambert Grades levels.