



Lesson ideas

WHAT IS HERITAGE?

Objectives

- Explore heritage through creative exercises
- Learn and perfect professional dance repertoire
- Begin to understand basic choreographic tools
- Compose movement from a range of heritage stimuli
- Improvise from chosen stimuli
- Choreograph movement sequences in solos, duets and groups
- Perform and perfect work

What is heritage? [Suitable for Key stages 1- 4]

Introduction

Provide an overview of the course / session.

Introduce idea of heritage through Ascendance Rep film demonstrating how arts can be used to capture heritage themes.

[Refer to stimuli films at <http://www.ascendance.org.uk/resources/unit2.htm>]

“Teaching young people what has happened in their area helps them appreciate the relevance of the past to their own lives. Our streets and buildings are a great resource for doing this – they’re on the doorstep, hold exciting clues to the past and are usually free to visit. They also offer rich opportunities for researching historical data and engaging with the community.”

(Unlocking the past through our streets and buildings: resources by the Engaging Places team, 30 September 2010 <http://www.engagingplaces.org.uk/network/art70427>)

- Discussion question: what does heritage mean? Explain the differences in heritage; we can break these down into Heritage and Identity, Heritage and Culture, Heritage and Land.

Put simply, our heritage is everything we inherit from previous generations. This inheritance goes towards forming our identities as people, communities and nations. "Heritage is the combination of all those things that make us, as individuals, the people we are and, on a larger scale, make us the nation we are," writes Geraldine O'Brien.

http://www.teachingheritage.nsw.edu.au/section01/01a_identity.php

- Heritage means/is...
4 walls - Label each wall with 'Yes' 'No' 'Don't know' 'Maybe'

Ask group to respond to the questions below, responding by running to the wall which has their answer on it. Everything in the list makes up our heritage.

Do you know where your family comes from? Do you enjoy a hobby after school or at the weekends? Do you know where your family comes from? Do you visit museums and art galleries? Do you know what your religion is? Do you like History? Do you like eating? Do you like reading books; Do you like fashion? Do visit music or arts festivals? Do you visit parks? Have you been to your local places of worship? Do you visit the theatre?; Do you know anything about Cotton Mills? Have you got any old buildings where you live? Can you remember your first home? Do you enjoy stories? Do you know the name of your street?

- Discuss with the group what parts of heritage are important to them. What does heritage mean to them? Ask participants to split off into groups and feed back responses to rest of group.

Brainstorm key ideas on large paper on the floor

Distribute the handout on heritage (Appendix a)

Heritage and Identity

Ice breaker games

Use a short introductory exercise to energise and warm-up the group. These can be a great way to get to know each other.

Circle - Name game

Ask participants to form a circle and one by one create a spontaneous movement which says one thing about them. Everybody repeats the movement and builds round the circle memorising each in turn to form a long sequence created from each individual movement.

Finding out

- Ask participants to get into partners labeling A and B.
- Ask participants to find out as much information as they can about the other person in one minute.
- Going round the room ask participants to introduce the other person back to the group and say 3 things about them. Try to encourage participants to be descriptive and humorous in their answers.
- Ask them to respond verbally to these questions:
 1. What is your name?
 2. Where were you born?
 3. What do you like about ... (where you live?)

Repeat this exercise responding physically, creating movement that represents each answer to the question. Ask individuals to remember these phrases to create a short sequence.

Journeys

Draw a pathway on the floor thinking about significant points in your life or a journey through the town. Put an inspiring piece of music on and ask the group to explore a way to travel along the journey line, using an improvised set up.

Heritage & Culture

Traditional dance

- Develop and teach a sequence inspired by a cultural dance. A social dance or traditional dance can be used to inspire others to think about the heritage of the dance. The medieval social dance (See Film <http://www.ascendance.org.uk/resources/unit5.htm>) can be used as a good starting point to study medieval life in castles.

Food | Recipes

- Ask the group to bring in a recipe either passed down or a traditional recipe in their family. Discuss these in the group, and whether everyone in the group has tasted them. Ask the group to create a movement and voice to represent the foods.

Heritage & Land

Photographs old and new | My Town

- Use old photographs and maps of the area to build a picture of the streets in your neighborhood 100 years ago. Then do the same using up-to-date photographs and maps.
- Compare the two to identify changes in local street patterns. Why would people have visited the streets in the past? Why do they go there today? What new buildings have been built? Why have these changes happened?
- Ask the group to discuss the area in which they live including key features, their feelings towards their area, whether they know what it looked like?
Ask students to complete the following statements thinking about the five senses: sight, smell, touch, hearing and taste thinking about the look, colour, smell, sound and textures of the area.

For example

My Bingley was

My Bingley is

My Bingley will be.....

- Use this to create a movement phrase which captures initial responses to these statements.

Soundtrack of the street

We experience our towns and cities as a series of sounds as well as sights.

- Make a recording of the sounds you can hear on a local street. Listen to it with students and identify the source of the sounds – cars, buses, sirens, aeroplanes, music, skateboards, pedestrian crossings, footsteps, talking, pushchairs, dogs, birds.
- Ask your students to imagine they were walking along the same street 50 years ago, then 100 years ago. Which of the sounds would they still have heard? What different sounds might there have been?

Be a history detective!

- Focus on one building that has played an important role in the history of your local town. It might be the town hall, a theatre, a grand house, castle, library or an old school.
- Help your students find out all they can about when it was built and its architectural style. Who has lived or worked there over the years? How has its use changed over time? Give the students opportunities to explore the site for themselves and to talk to local people about their memories of the building. Enlisting the help of a local history expert can be a good way to uncover stories that bring the past to life.

Industrial Revolution

- Introduce theme of industrial revolution, using film clips or example 1 from the resources section. Look at the decline in the wool industry and its effects on land use over the past 150 years.

Human machine

- Ask one person from the group to start off the machine with a clear action and sound that can be repeated.
- The next person finds a way to build and join on to the movement thinking about linear, circular, strong, sharp, repetitive qualities. This builds up until all the participants are involved. Ask the group to build up and slow down until it stops at the end.

Character improvisation

- Devise characters taken from the era and devise a script with the group on what working life was like in a factory. Work on monologues which can be used as starting point for movement improvisation.

Track the past

- Choose an aspect of history that has had a powerful impact on your local town. Has it got a strong industrial heritage? Has it been shaped by wars? Is it home to different ethnic and religious cultures and groups?
- Create a learning trail to help other students explore your chosen topic through local streets and buildings. Find out why they were built and how they have been used over time. What part have they played in the history of your neighbourhood?

Build a timeline

- Collect pictures of buildings – old and new – in your neighbourhood. Ask the students to help by taking their own photographs or making sketches.
- Talk with the students about architectural styles from different periods. How have building techniques and materials changed over time? Then arrange the images into a timeline. Can you relate the changes in buildings to particular events in history? Put together a display showing the research.

[\[www.engagingplaces.org.uk/network/art70427 \]](http://www.engagingplaces.org.uk/network/art70427)

Heritage

You

Each individual possesses a heritage which he or she cherishes: family pictures, music records, personal objects, souvenirs, a family house, plants, animals, special persons in the family, traditions etc.

This is a personal heritage which individuals need to recognise, appreciate, conserve and share with others. At this level, it is usually left to individuals or families to recognise and pass on this heritage from one generation to the next.

Community

Each community possesses a collective heritage which it wants to preserve: buildings, parks, traditions, archives, farms, landscapes, collections of objects gathered by citizens, skilled people, persons with a long memory of the community etc. This constitutes a local community's heritage.

Region, province, country

In the same way, each region, province, and country possess a common natural, built, human and nonphysical heritage which collectively it has to learn to recognise, appreciate, preserve and share.

World

As human beings living on this planet, there are things, persons and traditions, which we consider to be our common heritage. Examples: land, sea, seven wonders of the world.

Natural

Natural heritage may consist of sites which should be preserved for their beauty or their uniqueness; endangered animal species or species representative of an area; geological formations which explain the evolution of an area or the earth etc.

Built

Built heritage may consist of buildings or structures of architectural, engineering or historical significance; industrial objects and machines; transportation vehicles (cars, boats, aeroplanes), archaeological sites and objects, archival materials, etc.

People

Living persons may be considered as heritage because they possess special skills or talents such as craftsmen, musicians, actors or artists. They can also be people having an exceptional memory of a community.

Traditions

Traditions, songs, sayings, ways of life, etc. can also be considered as heritage though they are nontangible.

[<http://www2.unitar.org/hiroshima/programmes/whs07/materials/>]