



The Quick Guide to Resourcing Dancing Communities

Consult your community

- How diverse is your community - who is your community?
- Have they thought about dance as an option?
- What dance do they already do - how is it supported and nourished?
- What are the opportunities and access for communities to dance?
- What do they want to get out of dancing? This determines the dance style - fun, joy, health, relaxation, cultural development, a sense of community?
- What are the needs and issues - health or cultural needs, transport and access, space?

Dance is diverse

- Know your dance communities - who are the leaders, who can provide advice?
- Research the dance genre you will be working with - history, contemporary organisation and function of the style (who, what, when, where, why).
- Choose the right dance style for your community according to their needs and aspirations.

How can dance be a solution for your communities needs?

Dance operates on many levels and can offer many benefits. These include:

- Increased health and fitness.
- Self esteem and confidence.
- A heightened sense of wellbeing.
- Motivation and achievement.
- An outlet for expression and creativity.
- A safe space for personal exploration and expression.
- A forum to express and share ideas.
- Emotional and psychological benefits.
- Increased communication skills including kinaesthetic communication.
- Development of trust.
- Negotiation.
- A heightened sense of community.

The dance project

What is the *aim*?

- Is the project short or long term?
- Is there a performance outcome, or is it an on-going dance for enjoyment?

Funds and resources will be needed for:

- Promotion.
- Co-ordinator and programme development.
- Appropriate teacher/master and space.
- Childcare/transport and other needs.
- Music, props, costumes (if applicable).
- Insurance liability.
- Compliance (APRA, PPNZ).
- Evaluation and reporting.

Consider the *space* to be used:

- Large, open, clean sprung or wooden floor.
- Natural air and light.
- Access for the disabled.
- Tea and coffee making facilities.

Integrated dance with disabled or mixed ability groups often require gym mats for floor work. The dance floor must be clean because people might work and roll on the floor.

Once the project is up and running ensure the smooth and safe delivery of the programme through on going dialogue with the tutor/master, all the participants and organisations involved. Listen to feedback and allow for flexibility if changes are to be made along the way.

Evaluating the dance programme

Evaluation should be discussed at the beginning of the project and also during the planning process. It must commence from the outset, and encourage input from all involved. The teacher will learn and develop from feedback and evaluation.

Qualitative evaluation captures the spirit of the dance through photographs, video, a descriptive group journal, and quotes from participants, tutor/ master, venue suppliers, partners.

- What changes happened as a result of the dance project for the participants or the tutor?
- What did they think of the venue?
- What did they learn from the experience?

Quantitative evaluation captures numbers and data through pre and post project surveys.

- Demographic details.
- How did they hear about the programme?
- What did they hope to gain?
- What is their current involvement in dance activity?
- Did the participants reach their goals?
- Evaluate the budget.
- Message to funders e.g. health or fitness message, strategy for the future.

What really stops people from dancing?

- A lack of opportunities, resources and confidence.
- The decreasing value of dance in our communities.

Community dance is challenging, creative, accessible, inclusive, diverse, and develops community spirit and a sense of who we are. Try it and see where it could go! Everyone can dance!

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DANZ - Dance Aotearoa New Zealand - The gateway to dance

He tautoko i te ao kanikani i Aotearoa

Supporting the world of dance in New Zealand

DANZ is the national service organisation for New Zealand dance

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