

Unit 1

Early Stage 1: *MOVING ME*

Content overview

The unit of work *MOVING ME* develops the students' physical competencies and awareness of the body in time and space. Students respond expressively through movement to a range of stimuli, including imagery from direct, everyday experience. They are provided with an opportunity to watch others dancing and to talk about their experiences.

- Lesson 1:** *Using space*
Students explore the use of personal space and set the rules for using the general space in the room.
- Lesson 2:** *Using body parts*
Students focus on ways in which different parts of the body can move, and begin developing a vocabulary for talking about dance.
- Lesson 3:** *Travelling*
Students explore the ways in which they can travel around the space and look at the range of movement possibilities involved. The lesson examines how locomotor movement can change when performed at a different level.
- Lesson 4:** *Body shapes*
Students investigate the use of personal space by using their bodies and parts of their bodies to make shapes.
- Lesson 5:** *Everyday dance*
Students explore everyday actions which form the basis of a short sequence to be developed in the next lesson.
- Lesson 6:** *The painting dance*
Students explore how the actions chosen for the sequence can be performed in relation to the elements of dance.

Outcomes and indicators

In the lesson programs, a sample indicator is sometimes applicable to two outcomes (e.g. Performing and Appreciating; Performing and Moving). The double-coding (i.e. P,A) is used to show the integral relationship between the outcomes.

Outcomes and indicators: **MOVING ME**

CREATIVE ARTS	Early Stage 1 outcomes	Sample indicators
	Performing DAES1.1 <i>The student:</i> participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.	<i>Students might:</i> <ul style="list-style-type: none"> understand the meaning of “working in your own space” (L1) travel around the space in a variety of ways, without contacting others (L1) perform a sequence of movements using different parts of the body (L2) move freely while exploring a range of locomotor movements (L3) explore level and dynamics while travelling (L3) show shapes to others in the class and copy the shapes made by others (L4) practise and perform an individual sequence (L6).
	Composing DAES1.2 <i>The student:</i> explores movement in response to stimulus to express ideas, feelings or moods.	<i>Students might:</i> <ul style="list-style-type: none"> make movements using one body part (L2) make and explore body shapes to express an idea (L4) participate actively in dance-making (L5) interpret an everyday activity through movement (L5) develop a sequence of actions that begin to tell a story (L5) vary a sequence using the elements of dance (L6).
	Appreciating DAES1.3 <i>The student:</i> responds to and communicates about the dances they view and/or experience.	<i>Students might:</i> <ul style="list-style-type: none"> actively respond to dance activities through listening, talking and moving (L1) show movements to others in the class and talk about the dancing they have done (L2) observe and discuss movement patterns (L3) discuss why some shapes are more difficult to make than others (L4) discuss how actions can change by manipulating the elements of dance (L6).

PDHPE	Dance DAES1.7 <i>The student:</i> moves in response to various stimuli.	<i>Students might:</i> <ul style="list-style-type: none"> vary locomotor movements through space, such as high/low and direction (L1) demonstrate simple sequences of movement (L2) modify a dance sequence in a variety of ways (L2) explore different levels and directions (L3) perform a sequence of movement using various body parts (L4) participate actively in dance-making (L5) practise and perform an individual sequence (L6).
	Moving MOES1.4 <i>The student:</i> demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.	<i>Students might:</i> <ul style="list-style-type: none"> maintain stillness of the head and trunk when balancing (L1) develop a dance sequence using action cards (L2) perform a sequence of movements using different parts of the body (L2) stretch and curl the body at different levels (high and low) (L3) make and explore body shapes (L4) develop a sequence of movement (L5) practise and perform movement sequences (L6).

Lesson 1: Using space

Sample indicators

Students might:

- actively respond to dance activities through listening, talking and moving (P,A)
- understand the meaning of “working in your own space” (P)
- travel around the space in a variety of ways, without contacting others (P)
- vary locomotor movements through space, such as high/low and direction (DA)
- maintain stillness of the head and trunk when balancing (MO).

Learning experiences

Music

Teaching notes

Play movement game *Near and far* to warm-up the students:

On the teacher’s signal, the group moves:

- as close as possible to each other in the centre of the room without touching.
- as far away from each other as possible.

Repeat several times, moving in a variety of ways.

None

Encourage students to vary:

- the locomotor patterns e.g. marching, sliding, hopping
- the base of support e.g. on bottoms, stomachs and backs.

Direct students to explore their use of personal space in the room:

- *Find a space alone. Come to me; now we are all crowded.*
- *Find a space alone. Sit in your space. Come to me, without touching anyone.*
- *Find a space of your own on the other side of the room. Spin around in your space. Make a big shape in your space to fill it up. Lie down, long and thin, in your space.*

None

This activity develops students’ understanding of “*find a space of your own*” for future lessons.

Remind students that, if they touch anyone as they do the activity, the chosen space was not large enough.

Develop students’ understandings about the use of space as they move about the room:

- *Stand in your space. Walk towards the nearest wall, without touching others.*
- *Walk to the opposite wall without touching anyone.*
- *Walk anywhere in the room, avoiding other people.*

None

Establish rules and aims regarding movement activities around the room by:

- defining the movement space
- discouraging talking while following direct instruction from the teacher (allow time for discussion when appropriate)
- prohibiting contact with other students
- ensuring students initially travel in the same direction (in a classroom, draw arrows on the carpet)
- prohibiting stopping (if students stop, they must leave the space)
- developing skills to avoid collisions: use of peripheral vision, moving feet quickly if they think they may bump, swaying their body to the side.

Repeat this activity, varying ways of travelling, building up to running activities, e.g. run, lifting the knees high; run sideways; run with the head pushed forward.

Tambourine or rhythm sticks

Alternate marching at normal speed with marching in slow motion for cool-down. Use tambourine signals:

- One tap: normal speed,
- Two taps: slow motion,
- Three taps: stop.

Students discuss:

What did you do to avoid bumping into someone?

Extension

- Repeat the activities in a smaller space.
- Introduce different locomotor patterns to reinforce the effective use of space.

E

of dance

Resources

- Tambourine or rhythm sticks for signals.

Literacy considerations

Talking and listening

Throughout the lesson, the teacher models the procedure text type and establishes expectations of the listening behaviour required from the students. Listening skills are developed through activities requiring students to listen attentively and follow instructions. Vocabulary is expanded through modelling of simple language used to describe ways of moving and dancing.

Language

near
backwards
close
sideways
far
opposite
crowded
apart
space
beside
spin
big
small
forwards

Curriculum links

English K-6 Syllabus, Board of Studies, 1998

- Learning to talk and listen, Learning about talking and listening, pp. 50-51

Mathematics K-6 Syllabus, Board of Studies, 1989

- Space: Position 1, Position 2, pp. 96-97: the language of position
- Measurement: Length 1 p. 11: attribute of length: near, far

Human Society & Its Environment K-6 Units of Work, Board of Studies, 1998

- Early Stage 1 unit: School Days, p. 25

Science and Technology K-6 Syllabus and Support Document, Board of Studies, 1991

- Stage 1 unit: Look Around You: Organising space in the local environment.
- “Investigate the use of space around us at school”, p. 65

Action

- Perform locomotor movements: walking, running.

Space

- Explore personal space.
- Explore general space.

Time

Dynamics

Relationships

- Explore movement as an individual.
- Explore movement as an individual within a group.

Structure

Assessment

Were the students able to:

- find “a space of their own” in which to work?
- move freely around the space?
- crowd the room?
- demonstrate their understanding of the rules?

Lesson 2: Using body parts

Sample indicators

Students might:

- perform a sequence of movements using different parts of the body (P) (DA)
- make movements using one body part (C)
- show movements to others in the class and talk about the dancing they have done (A)
- demonstrate simple sequences of movement (DA)
- develop a sequence of movement using action cards (MO).

Learning experiences

Standing in a circle, perform the singing game *Looby Lou* as a warm-up to isolate and move body parts.

Provide directions to students to participate in a relaxation sequence focusing on a variety of body parts. Gradually direct students to sit in their own space on the floor e.g. *slowly move your head to look from side to side, draw shapes with your shoulders, roll your body down slowly to the floor, make small circles with your hands or fingers.*

Students explore what they can do:

- with their hand
- with their hand touching their wrist
- with their hand touching their elbow
- with their hand touching their shoulder.

Use action cards to:

- guide students to explore which parts of their bodies they can move in different ways.
- describe a sequence of movement that students will perform e.g. flap hands, stamp feet, twist torso, finish by wriggling everything.

Individually, *compose a dance using one body part and demonstrating the different ways it can move* e.g. arm dance, leg dance.

Half the class present their dance while the other half observe. Discuss the range of movements shown.

Music

None

Track 6 or 11

None

Teaching notes

The words “little hand” may be used instead of “left hand” to avoid students’ confusion between left and right. *Hokey Pokey* could be used as an alternative, performed in a line formation so the teacher can demonstrate the movement sequence.

Focus on correct breathing during the activity, inhaling through the nose.

Students explore movements seated on the floor to maintain control.

Safe dance practice: Avoid excessive repetition of activities and full rotations of the neck to avoid straining the cervical vertebrae. Teachers should observe student alignment to watch for areas predisposed to stress, especially ankles, knees, hips and backs.

Extension

- Focus on moving more than one body part at a time, in time to the tambourine or sticks, e.g. add each movement one at a time to the sequence: *shake your hand, stamp your foot, nod your head, bend your spine.*
- In pairs, *have a conversation with your feet.*

Resources

- Action cards (Create cards using action words from the language list below e.g. swing, rock, twist.)
- *Upbeat* music resource, Kindergarten level.
- Relaxation music with a steady beat for moving body parts.
- Music: track 6 or 11.

Literacy considerations

Talking and listening: Model the spoken text type procedure in giving clear and explicit instructions, while students listen and respond to directions. Participation in discussion provides the opportunity for students to contribute a personal response. Students should be encouraged to join in singing games and chants, such as the warm-up activity to develop sound awareness.

Writing: Provide large diagrams of the outline of a body. Groups of students could label the body parts on the diagrams.

Language

head	swing
neck	rock
shoulders	twist
arms	stretch
elbows	curl
wrists	bend
hands	shake
fingers	flick
torso	stamp
hips	wriggle
legs	push
knees	pull
ankles	punch
feet	
toes	
heels	

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Procedure, pp. 46-47

Mathematics K-6 Syllabus, Board of Studies, 1989

- Space: Position 1, p. 96

Human Society & Its Environment K-6 Units of Work, Board of Studies, 1998

- Early Stage 1 unit: This Is Me! How do I compare with others? p. 30

Science and Technology K-6 Syllabus and Support Document, Board of Studies, 1991

- Stage 1 unit: Let's Communicate: "Investigate how we communicate without words", p. 71

Creative Arts K-6 Units of Work, Board of Studies, 2000

- Early Stage 1 Visual Arts, *About me*, p. 6
- Early stage 1 Music, *Sing and move*, p. 56

Action

- Perform non-locomotor movement e.g. stretch, twist, curl, stamp.
 - Isolate body parts.
- Coordinate the movement of body parts.

Space

- Explore movement in personal space.

Time

Dynamics

- Explore movement quality related to individual body parts.

Relationships

- Perform individual movements as part of a group.

Structure

Assessment

Were the students able to:

- follow the teacher's directions?
- make movements using different parts of the body?
- show their movements to others?

Lesson 3: Travelling

Sample indicators

Students might:

- move freely while exploring a range of locomotor movements (P)
- explore level and dynamics while travelling (P,C)
- observe and discuss movement patterns (A)
- explore different levels and directions (DA)
- stretch and curl the body at different levels (MO).

Learning experiences

As a warm-up, students walk around the space with different body parts leading e.g. elbow, armpit, chin.

Alternate walking fast and slowly in time with the beat of the tambourine.

Instruct students to find different ways of moving around the room e.g. kangaroo hops, sliding, crawling.

Moving around the room:

- *run tall, run short*
- *run holding your hands high, hands low*
- *run lifting your feet high*
- *sliding your feet along the floor.*

Students explore different ways of walking: *on the toes, heels, sides of feet, with toes pointed in, toes pointed out, marching lifting knees high and swinging the arms.*

Discuss with the students how the movement quality varies with the way in which the movement is performed.

Explore other locomotor movements in a similar way e.g. *jumping from one foot to the other, the biggest, smallest, highest jump. Bend knees on the landing to absorb shock through the feet and ankles.*

Consider ways the students can travel from one side of the room to the other at a:

- high level
- medium level
- low level.

Ask students to travel across the room, focusing on the level of the various body parts:

- with your hands brushing the floor
- with your elbow at a high level
- making a part of the body change from highest to lowest.

Select 3 movement cards to form a simple locomotor sequence.

1. Perform as a whole class.
2. Repeat, in pairs, developing and performing simple locomotor sequences.
3. Half the class perform their sequences, while the other half observe.

Discuss the variety and combination of responses.

Music

None

Tracks 1 or 7
Tambourine or
rhythm sticks

None

Teaching notes

Reinforce rules developed about the use of the space:

- travelling in the same direction.
- avoiding collision with other dancers.
- using peripheral vision.

Use the “*follow me*” strategy to provide a model for the students.

Provide more structure by alternating the exploration of locomotor movement with music played at a steady walking beat.

A walk is one step after the other with a transfer of weight that moves you forward. Jumping is the transfer of weight from one foot or both feet to both feet.

Hopping is the transfer of weight from one foot to the same foot, with the arms used to maintain balance and assist in upward movement.

Skipping is a combination of a long step and a short hop, alternating the lead foot after each hop.

In a gallop you continually lead with one foot.

Draw students’ attention to how the quality and dynamic of the movement are affected by the level at which a movement is performed. Not only can the level of the whole body vary but also the level of different body parts.

Extension

Introduce and practise the pattern for a relay. Relay game:

Half the class participate while the other half observe and act as judges. Check that the teams follow instructions.

- *Travel at a different level from the previous team member.*
- *Identify a body part; team members can change the level of the body parts.*
- *Move from a high to a low level as teams cross the room, reverse on return.*

E

of dance

Resources

- Movement cards (create cards with single words e.g. skip, walk, run, gallop, jump, hop, slide, roll, march, turn, shuffle, crawl.)
- Music: tracks 1 or 7.
- Tambourine or rhythm sticks.

Literacy considerations

Talking and listening: Vocabulary development focuses on the language of movement: moving words. These can be displayed in the classroom in thematic lists.

Reading: Many texts suitable for students in Early Stage 1 contain references to locomotor movement and can be related in a practical way. The visual cues on the movement cards assist students' word recognition.

Writing: The movement cards used in the lesson can be used in writing activities to assist with spelling. The locomotor focus of this lesson gives meaning to the grammatical knowledge of "doing or action words" through practical demonstration and practice. These experiences may be drawn upon for independent writing.

Language

high
medium
low
strong
light
heavy
weak
slow
gradual
fast
sudden

Curriculum links

English K-6 Syllabus, Board of Studies, 1998

- Scope and sequence of literary text types, p. 68

Science and Technology K-6 Syllabus and Support Document; Board of Studies, 1991

- Stage 1 unit: On the move, p. 72

Mathematics K-6 Syllabus, Board of Studies, 1989

- Space, Position 1, p. 96: the language of position.

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Music, Concept, Duration, p. 91

Action

- Perform a variety of locomotor movements.

Space

- Perform using a variety of levels.

Time

- Perform changing tempo.

Dynamics

- Perform changing movement quality.

Relationships

- Perform individual movement as part of a group.

Structure

Assessment

Were the students able to:

- perform a range of locomotor movements successfully?
- explore the use of locomotor movement with contrasting dynamics?
- perform and repeat a simple locomotor sequence?
- contribute to discussion of the movement sequences?

Lesson 4: Body shapes

Sample indicators

Students might:

- make and explore body shapes to express an idea (P,C) (MO)
- discuss why some shapes are more difficult to make than others (A)
- show shapes to others in the class and copy the shapes made by others (P,A)
- perform a sequence of movement using body parts (DA).

Learning experiences

Play musical statues for a warm-up. Students travel around the room to music. When the music stops, students assume a shape and freeze, as statues.

Individually, students explore how they can use their bodies to make:

- a circle
- a triangle
- a square.

Discuss which body parts were used to make the shape. *Can you make a square with your legs, your whole body, a partner?*

Introduce students to the term “shape” and further develop students’ shape vocabulary:

- *We’ve all made shapes with our bodies.*
- *Who can make the widest shape?*
- *Who can make a wide shape at a low level/high level?*

Place shape cards in different corners of the room (stations). Select locomotor movements to travel between the stations. When the music stops (or use a tambourine as a signal), students go to the nearest station and make the shape described on the card.

Students make a tall shape e.g. balance on one foot with arm raised above the head. Play a game to determine who can hold the shape the longest. Discuss why this is difficult to do.

Identify shapes (from previous explorations) that are easy and difficult to hold. Reflect on:

- how movement is limited by our skeleton or body shape.
- which muscles are working to hold the shape.
- how parts of the body support weight to hold up a shape.

Music

Track 2 or 3 (lively)
Track 15 (quieter) or tambourine or rhythm sticks.

None

Track 2 or 3 (lively)
Track 15 (quieter) or tambourine or rhythm sticks.

None

Teaching notes

Give instructions for the freezes e.g. *on one foot, on one foot and two hands, no hands and no feet.*

Vary locomotor movements e.g. jumping, skipping, sliding, hopping.

Encourage students to create interesting shapes.

Extend the activity by exploring descriptive shapes e.g. round, flat, spiky, bumpy.

Direct students’ attention to particular shapes created at each station to guide their appreciation e.g. look for similarities and differences in the shapes created from the same word, or different words. Students may copy the shapes discussed.

Extension

Students develop shapes by standing inside an elastic shape (length of elastic with the ends joined together) and manipulate the edges. Half the class observe the shapes made and discuss the similarities and differences between the shapes. Which shapes look the same? Which shapes look different? Do the shapes have lines that go in the same direction? Which shapes have curves? Which shapes are pointed?

Demonstrate how two of the shapes can be combined to illustrate the contrasts between them. Students offer suggestions on combining similar and contrasting shapes.

Game: Arrange a group of students to hold their shapes. The remainder of the group determine which shape “doesn’t belong” to the group.

Photograph students making shapes. Include images of students as work samples in student portfolios.

E

of dance

Resources

- Any music may be used for the warm-up activity.
- Shape cards (lumpy, flat, spiky, wide, round.)
- Tambourine, rhythm sticks or music with a steady beat for locomotor movement.
- Music: Tracks 2, 3 or 15.

Literacy considerations

Talking and listening: Throughout the lesson the descriptive language of adjectives, or describing words, is used to discuss the qualities and characteristics of the shapes made. Students have opportunities to use oral language to discuss and describe their shapes, make comparisons, make judgments and give personal responses expressing their likes and dislikes.

Reading: The activity that moves between stations provides practice in using visual cues to read directions.

Language

shape
square
triangle
circle
wide
tall
flat
spiky
bumpy
longest
tallest
widest
weight
skeleton
muscles

Curriculum links

English K-6 Syllabus, Board of Studies, 1998

- Scope and sequence of grammar: naming words, describing words, p. 74

Mathematics K-6 Syllabus, Board of Studies, 1989

- Space: 3D1: Classification of objects: same and different, p. 53
- Space: 3D 2: Patterns with 3D objects: people, p. 54
- Space: 2D 1: Classification of 2D shapes: tracing shapes, p. 70
- Numeration 1: Classifying objects according to similarities, p. 195
- Numeration 4: Recognising, copying, creating patterns, p. 198

Human Society & Its Environment K-6 Units of Work; Board of Studies, 1998

- Early Stage 1 unit: This Is Me! How do I compare with others? p. 30

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Visual arts, Subject matter, People (still and moving), Shape, p. 86

Action

- Perform locomotor movements: jumping, skipping, sliding, hopping.
- Explore shapes using whole body and body parts.

Space

- Explore personal space, using a range of body shapes.

Time

Dynamics

Relationships

Structure

- Use static shapes in contrast to travelling movements.

Assessment

Were the students able to:

- make a variety of shapes with their bodies and with different parts of their bodies?
- make shapes in response to a visual cue?
- discuss the shapes they had made?

Lesson 5: Everyday dance

Sample indicators

Students might:

- participate actively in dance-making (C,A) (DA)
- interpret an everyday activity through movement (C)
- develop a sequence of actions that begin to tell a story (C)
- develop a sequence of movement (MO).

Learning experiences

Students participate in a structured physical warm-up: select activities from previous lessons.

Read a story based on activities at school. Students mime something they do at school. Others in the class try to guess what they are doing. Individually, students mime what they have to do to paint a picture. Guide students by discussing and analysing the actions presented.

- *What sort of brushstrokes are you using: straight, round or zigzag?*
- *How are you holding your brush?*
- *What other actions are involved in painting a picture: using colours, washing the brush?*

Describe a sequence of actions:

- *Painting*
- *Washing the brush*
- *Painting a different colour*
- *Washing the brush*
- *Displaying the painting.*

Direct students to develop a series of actions to match the sequence, giving consideration to the previous discussion.

Half the class observe while the other half perform their actions. Keep time with the students using a tambourine.

Reflect on the variety of responses presented:

- Did they use different brushstrokes?
- Did they repeat the actions too often?
- Who did they look at most often?
- What did they do to draw attention?

Students refine, finalise and practise the sequences to remember them for the next lesson.

Music

Tracks 2 or 3 (lively)
Track 15 (quieter) or tambourine or rhythm sticks.

None

None

Tambourine

Teaching notes

Incorporate travelling through space, use of body parts to make shapes and initiate movement.

Ask students (several at a time rather than individually) to demonstrate actions they have developed for the rest of the class.

Encourage movements to be as stylised or as exaggerated as possible. Dance aims to “capture the essence” of movement, rather than imitating real life. Choose 2 or 3 students to demonstrate the actions they have chosen. Students may use someone else’s idea or create their own.

Students may not have the experience to match their actions to a beat. The teacher can say: “*I’m going to keep in time with your action*”.

Extension

Simple folk dances may be used to further demonstrate how dance is used to express aspects of everyday life. e.g. Vietnamese Harvest Dance.

E

of dance

Resources

- Storybook: e.g. *Me At School, There's a Hippopotamus in the Playground, Eating Cake, My First Day at School*. (The literature selected should contain reference to painting at school)
- Tambourine or rhythm sticks.
- Music: Tracks 2, 3 or 15.

Literacy considerations

Reading: This lesson begins a series focusing on simple dance composition and can be linked to units of study introducing school life. The lesson uses literature that could be directly related to the class reading program. The dance structure accurately describes a sequence of activities and relates to the recount text type.

Language

mime
sequence
actions
straight
round
zigzag
brush
roller
exaggerate

Curriculum links

English K-6 Modules, Board of Studies, 1998

- Recount, p. 29
- Discussion, talking and listening, p. 73

Human Society & Its Environment K-6 Units of Work, Board of Studies, 1998

- Early Stage 1 unit: School Days, Places at school, p. 25

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Music, Concepts, Duration p. 91; Structure, p. 93
- Drama, Movement and Mime, p. 96.

Action

- Mime everyday movements.
 - Exaggerate everyday movements.

Space

Time

- Perform a sequence of actions to a beat.

Dynamics

Relationships

- Perform individual actions as part of a group.
 - Structure
- Create a narrative in movement.

Assessment

Were the students able to:

- describe activities through movement?
- develop a sequence of actions that begin to tell a story?
- make changes to improve their sequences?

Lesson 6: The painting dance

Sample indicators

Students might:

- discuss how actions can change by manipulating the elements of dance (A)
- vary a sequence using the elements of dance (C)
- practise and perform an individual sequence (P) (DA) (MO)
- modify a dance sequence in a variety of ways (DA).

Learning experiences

Structured physical warm-up: select activities from previous lessons.

Review and refine the individual actions developed in the previous lesson.

Perform the sequence in a variety of ways:

- *Big/small (as though you are painting the wall/ painting a postage stamp).*
- *Slowly/fast (as though you were getting tired/in a hurry because Grandma is coming to visit).*
- *Gently (as though you were painting an eggshell).*
- *Varying the effort (as though you were painting with honey or with water).*

Discuss the movements explored:

- *Is it easier to do big slow brushstrokes or big fast brushstrokes?*
- *Is it easier to do small slow brushstrokes or small fast brushstrokes?*
- *Did changing the speed or level of the movement make it more interesting to watch?*
- *What did using big or small movements tell the audience about the type of painting you were creating?*

Students can develop their movement sequence based on exploration, using the elements of dance and their discussion about the movement they have created.

- *Are you painting a postage stamp or a mural?*
- *What sort of brush or roller are you using?*
- *How does this change the type of brushstrokes you will make?*

Students practise their individual sequence.

Half the students perform their sequences, while the other half observe. Discuss the performed works.

Music

Tracks 2 or 3 (lively)
Track 15 (quieter) or tambourine or rhythm sticks.
None

None

Teaching notes

Teachers should draw attention to the use of space and varying dynamic or effort.

Reflecting on this activity prepares for further development.

Extension

Further develop the *Painting dance*. Instruct the students that *the bucket is 5 giant steps away from you*.

Review movement cards. Students choose their own locomotor pattern to wash the brush in the bucket. In pairs, students show each other their dances. One student is the “artist”, the other is the “easel”. The artist performs a sequence, displays the work and becomes the easel. Half the class participate, while the other half observe to make comparisons. State that *there is now only one bucket of water to share*. Set formations for the sequences to be performed:

- random formation
- in a semicircle with the bucket in the centre
- in a circle around the bucket
- in a straight line with the bucket in the centre.

Resources

- Tambourine or rhythm sticks (for warm-up)
- Movement cards (from lesson 3)
- Music: Tracks 2, 3 or 15.

Literacy considerations

Talking and listening: Composition work in dance provides opportunities for students to discuss their ideas and opinions, while the teacher provides a procedural text model through the guidance and questioning during the lesson. The conclusion of the unit draws on previous language experiences of the students, naming and describing locomotor patterns and describing the qualities of movement. During reflection, they make judgments based on their observations and provide reasons for their opinions.

Reading: A variety of literature is available on the “painting” theme for the dance composition.

Writing: Practical experience can provide a stimulus for writing activities.

Language

big
small
fast
slow
gently
freely
firm
strong
speed
level
sequence

Curriculum links

English K-6 Syllabus, Board of Studies, 1998

- Content overview of Early Stage 1: Learning to talk and listen, Skills and strategies, p. 50

English K-6 Modules, Board of Studies, 1998

- Procedure, Talking and Listening, p. 50

Mathematics K-6 Syllabus, Board of Studies, 1989

- Space: Position 2: The language of position, the relationship between objects, p. 97

Science and Technology K-6 Syllabus and Support Document, Board of Studies, 1991

- Stage 1 unit: Let’s Communicate: Task: Design a performance of a story without words, p. 71

Creative Arts K-6 Syllabus, Board of Studies, 2000

- Drama, Storytelling, p. 97.

Action

- Perform a sequence of non-locomotor movement.

Space

- Vary the level of movement performed.

Time

- Vary speed and duration of movement.

Dynamics

- Vary effort and quality of movement.

Relationships

- Perform an individual sequence as part of a group.

Structure

Assessment

Were the students able to:

- vary their actions?
- describe the reason for their movement choices?
- demonstrate their movement sequence for other members of the class?