

## Unit 2

### Stage 1: *SPLISH SPLASH*

#### Content overview

In *SPLISH SPLASH* students respond to the stimulus of water to create dance movements and sequences, individually and collaboratively. Throughout the sequence of lessons they develop body skills, expressive movement quality and imagination in using the elements of dance.

**Lesson 1:** *Bubbles*

Float, freeze, pop! Bubbles leads students through movement activities that investigate the use of contrasting body shapes.

**Lesson 2:** *Creatures of the sea*

Each student chooses one form of sea life as a stimulus for the creation of movement.

**Lesson 3:** *Rivers, creeks and waterfalls*

Students learn to move in new ways by using different parts of the body to initiate movement along a pathway through the space around them. These movements reflect the movement of water in rivers, creeks and waterfalls.

**Lesson 4:** *Water, water, everywhere*

Students closely observe the quality and movement of water and use their whole body to swish, swirl, trickle, flow and pour.

**Lesson 5:** *People and the sea*

The beach is the stimulus for this lesson. Students learn a teacher-directed sequence, and then explore the movements of the waves.

**Lesson 6:** *Moving in the water*

As a “summary” of dance activities in this unit, lesson 6 develops and sequences thematic, movement and composition ideas that have been explored in previous lessons.

#### 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: **SPLISH SPLASH**

Section

	Stage 1 outcomes	Sample indicators
CREATIVE ARTS	<p><b>Performing DAS1.1</b> <i>The student:</i> performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.</p>	<p><i>Students might:</i></p> <ul style="list-style-type: none"> <li>investigate personal and general space (L1)</li> <li>show imagination in selecting movement to develop and perform a sequence (L2)</li> <li>move continuously with sustained and smooth qualities (L3)</li> <li>perform whole-body movements to express intention (L4)</li> <li>learn and perform a teacher-devised sequence based on swimming movements (L5)</li> <li>work collaboratively with a partner to explore and select movement ideas (L5)</li> <li>perform expressively with awareness of other dancers, timing and overall structure of the dance (L6).</li> </ul>
	<p><b>Composing DAS1.2</b> <i>The student:</i> explores and selects movement using the elements of dance to express ideas, feelings and moods.</p>	<p><i>Students might:</i></p> <ul style="list-style-type: none"> <li>create and perform actions to describe the movement and quality of a bubble (L1)</li> <li>create movements based on the theme of sea creatures (L2)</li> <li>show imagination in selecting movement to develop and perform a sequence (L2)</li> <li>explore a variety of pathways using different body parts (L3)</li> <li>experiment with different actions and qualities to represent a theme (L3)</li> <li>explore movement qualities that reflect the theme of water (L4)</li> <li>work collaboratively with a partner to explore and select movement ideas, using the elements of action and space (L5)</li> <li>identify the beginning, middle and end of their composition (L6)</li> <li>consider the use of level and shape in a group composition (L6).</li> </ul>
	<p><b>Appreciating DAS1.3</b> <i>The student:</i> gives personal opinions about the dances and their purpose that they view and/or experience.</p>	<p><i>Students might:</i></p> <ul style="list-style-type: none"> <li>talk about ideas and feelings related to the movement (L1)</li> <li>demonstrate and share their sequence with others (L2)</li> <li>reflect on their movement exploration through drawing (L4)</li> <li>identify the beginning, middle and end of their composition (L6)</li> <li>consider the use of level and shape in a group composition (L6).</li> </ul>
PDHPE	<p><b>Dance DAS1.7</b> <i>The student:</i> performs simple dance sequences incorporating basic movement skills and patterns.</p>	<p><i>Students might:</i></p> <ul style="list-style-type: none"> <li>follow and repeat simple movement skills and patterns (L1)</li> <li>combine movement to develop a short sequence (L2)</li> <li>perform locomotor skills at different speeds and levels (L3)</li> <li>experiment with different actions and qualities to represent a theme (L3)</li> <li>perform simple dance sequences related to a specific theme e.g. bubbles and water (L4)</li> <li>show movements with various parts of the body in response to words and music (L5)</li> <li>consider the use of level in a composition (L6).</li> </ul>
	<p><b>Moving MOS1.4</b> <i>The student:</i> demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.</p>	<p><i>Students might:</i></p> <ul style="list-style-type: none"> <li>repeat movements to form a sequence (L1)</li> <li>experiment with different actions and qualities to represent a theme (L2)</li> <li>explore a variety of levels to travel, e.g. low, medium &amp; high (L3)</li> <li>perform movement with whole body (L4)</li> <li>create movements based on a theme (L5)</li> <li>demonstrate and show their sequences with others (L6)</li> <li>identify the beginning, middle and end of their composition (L6).</li> </ul>

# Lesson 1: Bubbles

## Sample indicators

Students might:

- create and perform actions to describe the movement and quality of a bubble (C)
- investigate personal and general space (P,C)
- talk about ideas and feelings related to the movement (P)
- follow and repeat simple movement skills and patterns (DA)
- repeat movements to form a sequence (MO).

## Learning experiences

Read *Bubbles, Bubbles Everywhere*.

Using a mixture of water and detergent (or commercially made bubble preparation), students experiment with bubble blowing. They observe the shapes made and watch for the change in dynamics from forming through floating to popping.

Students find their own space. Have them stand with their feet apart. Ask them to reach above their head, in front and behind as far as they can without leaving their spot. Tell them that this is their own personal *bubble of space*, and that they must try to keep the bubble around them at all times during this activity.

Have them explore their bubble while standing still, and then while moving about the room. Remind them to keep within their own space, and not move into anyone else's space.

Develop a simple movement sequence which can be repeated e.g. form the bubble (4 counts), float (4 counts), turn slowly (4 counts), pop and freeze (4 counts), form the bubble (4 counts), float (4 counts), turn (4 counts).

Perform this sequence as a class, with teacher counting out loud at first. Once the pattern is established, introduce quiet music.

Divide class into 4 groups. Perform the sequence like a round or canon e.g. group 1 begins and after 4 counts, group 2 begins etc. Alternatively, number students 1-4 randomly around the class. Have all of the 1s begin together, then after 4 counts, all of the 2s.

To conclude the lesson, have students sit or stand in a circle, facing inwards. They pat a balloon from one to the other, around the circle, trying not to let it fall to the floor. As the balloon rises, ask students to make a soft sound, rising to a high note, and falling to a lower note as the balloon falls. As students pat the balloon, they should make a popping sound.

Class discussion:

- *How did it feel to float?*
- *How did the movements change from forming, floating and popping?*
- *What colours are there in bubbles?*
- *Can you think of a costume for a bubble dance?*

As a final relaxation and cool-down, ask students to lie on their backs and close their eyes, tensing parts of their body as you mention them, then relaxing all body parts when you say "relax". Ask them to get into the position they usually sleep in. Tell them that when you tap them on the foot, they should get up silently and tiptoe to put on their shoes and sit down at a designated spot in the room.

## Music

None

Track 11 or ambient music

None

None

## Teaching notes

Use a "big book" version if available. Blowing bubbles tends to be a very exciting activity and requires careful thought in managing the group. It is useful either to control who and how many will use the bubble blowers or to provide enough blowing implements for everyone. A good way of exploring personal space is to use lengths of elastic (around 2 metres, ends tied to make a band). Ask selected students to explore the shapes they can make using the elastic, stretching it with hands, feet, head and other body parts.

Reinforce the rule:

*Keep a small bubble of personal space around you (don't touch anyone else).*

Either of these alternatives is a good way of performing in small groups.

This activity needs perseverance and is best done indoors. Once the students are able to coordinate movements so that the balloon moves around the circle, then introduce the sounds to accompany the movement.

Students may be seated in a circle on the floor for discussion and reflection.

### Extension

Students draw their ideas for a bubble dance costume. Ask them to think about colours, shapes, textures and materials. Display the designs around the room.

# E

## of dance

## Resources

- Berger, M. & Kuhn, D. (1996) *Bubbles, Bubbles Everywhere* (Big Book and Teaching Guide), Newbridge Communications, N.Y.
- Equipment to make bubbles: water and detergent, bubble pipe, funnels, straws, paper cup with a hole in the bottom
- Music: Track 11.

## Literacy considerations

*Talking and listening:* Teachers should provide clear and explicit instructions for procedures throughout the lesson. Students listen and demonstrate a physical response to the directions.

*Reading:* Literature provides the stimulus for movement. The book could be studied in greater detail in reading.

*Writing:* Students could provide written as well as oral responses in reflecting on the lesson.

## Language

bubble  
space  
float  
slow  
pop  
freeze

## Curriculum links

*English K-6 Syllabus*, Board of Studies, 1998

- Talking and listening outcomes and indicators, p. 20

*English K-6 Modules*, Board of Studies, 1998

- Procedure, Stage 1: Talking and Listening, p. 128

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

- Stage 1 unit: A Sense of Direction: using the senses to explore and observe, p. 78

## Action

- Make body shapes.

## Space

- Perform with awareness of personal space.
- Perform with awareness of general space.

## Time

- Duration: perform movement over specific counts.

## Dynamics

- Explore movement quality related to a theme.
- Contrast movement quality.

## Relationships

## Structure

# Assessment

*Were the students able to:*

- describe the 3-dimensional aspect of their personal space?
- combine actions to perform a short sequence?
- demonstrate the qualities of a bubble in their movement?

## Lesson 2: Creatures of the sea

## Sample indicators

Students might:

- create movements based on the theme of sea creatures (C)
- show imagination in selecting movement to develop and perform a sequence (P,C)
- demonstrate and share their sequence with others (A)
- combine movement to develop a short sequence (DA)
- experiment with different actions and qualities to represent a theme (MO).

## Learning experiences

## Music

## Teaching notes

View video excerpt from the documentary *Coral Sea Dreaming*.

Class brainstorms which creatures live in the sea. Discuss the different ways sea creatures move.

Students warm up their bodies using the movement activity where they move in their own personal *bubble of space*, as in the previous lesson.

Students move on the spot as though:

- they are moving through honey
- their hands and feet are joined by elastic
- they just got out of bed
- there is mud up to their knees
- they are on a hot road
- they are moving through water.

Using appropriate music, students move around the space exploring high, medium and low levels, imagining they are creatures that live in the sea.

Each student chooses to be one creature and moves around the space as that creature.

Teacher selects students to demonstrate their movements. Ask other students to identify the creature.

Students in pairs choose one form of sea life and create a short movement pattern, based on the movement of their selected creature and repeat several times.

Join together two sets of pairs to form a group of four. Each pair teaches the other pair its movements; the group then combine the two sets of movements

- in unison
- in canon
- in pairs.

Each group performs for the rest of the class.

Class discussion:

*What parts of the body did this group mainly use?*

*What did you like best about their movements?*

*What interesting shapes did they make?*

None

Track 6

Track 6

Select a 3-5 minute segment, which shows a variety of sea life. Other underwater documentaries would be suitable if *Coral Sea Dreaming* is unavailable.

Reinforce the rule:

- *Keep a small bubble of personal space around you (don't touch anyone else)*
- Watch students carefully: highlight examples of movements that express the idea well.

Encourage students to use high, medium and low levels, and as many body parts as possible.

Ensure bottom dwellers/feeders, surface dwellers/feeders, amphibians and creatures that live below the surface are represented.

Encourage comments about:

- use of levels
- starting and finishing positions
- relationship between the positions of the students

(e.g. Did you notice the way \_\_\_ used his arms to \_\_\_; It was interesting the way \_\_\_ started at a low level then moved to a higher level. Did you notice any other groups doing that?)

## Extension

Students draw themselves performing as their sea creature.

# E of dance

## Resources

- *Coral Sea Dreaming* (available from ABC shops) or any other underwater coral reef documentary, which shows a variety of sea life.
- Porich, G. (1996). *The Sea*, Burrabooks Publications
- Pfister, M. (1992). *The Rainbow Fish*, North-South Books, New York and London
- Music: Track 6.

## Literacy considerations

*Talking and listening:* Teacher uses questioning throughout the lesson to focus students' observations and responses. Students practise explanations when they instruct each other on combining their movement patterns. Teachers should guide questioning to make sure that students contribute appropriate responses.

*Reading:* A wide variety of literature is available on this theme and may be integrated into class reading programs.

*Writing:* Teachers can use the introductory activities to develop thematic word lists.

## Language

sea life  
creature  
level  
movement pattern  
shape  
body part

## Curriculum links

*English K-6 Modules*, Board of Studies, 1998

- Discussion, Talking and Listening, p. 152

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

- Stage 1 unit: What's Alive? Characteristics of living and non-living things, p. 74

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

- Stage 1 visual arts: *Fish and sea creatures*, p. 20

## Action

## Space

- Use contrasting levels.

## Time

## Dynamics

- Explore movement quality related to a theme.

## Relationships

- Relate to others while performing (dancing in pairs and small groups).

## Structure

- Sequence movements.

# Assessment

*Were the students able to:*

- develop and perform actions representative of sea creatures?
- create a short sequence of movement?
- work cooperatively to join sequences?

## Lesson 3: Rivers, creeks and waterfalls

## Sample indicators

Students might:

- explore a variety of pathways using different body parts (C)
- move continuously with sustained and smooth qualities (P)
- experiment with different actions and qualities to represent a theme (C) (DA)
- perform locomotor skills at different speeds and levels (DA)
- explore a variety of levels to travel, e.g. low, medium & high (MO).

## Learning experiences

## Music

## Teaching notes

Students find their own “bubble of space” (see Lesson 1) and do cardiovascular warm-up 0-5. (See Warm-ups in Section C)

None

This activity needs to be done in a large clear space to avoid collisions. If working in a classroom, students could move outside for this part of the lesson, then return inside for the remainder of the activities.

*The River:* Teacher instructs students to:

- *slowly make a bridge over the [local name] river (move the body into an arch shape, with hands and feet on the floor)*
- *slowly make a flat bridge over the river (push-up position)*
- *slowly put your nose in the river (kneel, with bottom on heels, arms extended forward along the floor, head down)*
- *slowly come up for air (kneel upright, extend arms over the head and look to ceiling with the chest open). Repeat.*

Safe dance tips:

- Engage the stomach muscles throughout this exercise.
- Each position should be held for around 8 counts, and performed slowly and gently.

Students view pictures of rivers, creeks and waterfalls. Discuss ways that water travels on the earth – big and small rivers, creeks, fast and slow, rapids, stormwater, floods, gushing, trickles, waterfalls.

Students use different body parts (e.g. right hand, left foot, ear, knee, hip, nose) to make in the air a pathway of a slow, winding, wide river.

Tracks 1 or 9

Allow time for exploring the different speed, force and direction of the actions.

Students sit, kneel or stand and explore curving pathways with hand, ear, foot, knee, hip, and nose.

Using ribbons or soft scarves students explore curving pathways (on the spot and moving around the room).

Collect ribbons and scarves at the completion of this part of the lesson to avoid children focusing on the fabric rather than on their body movements.

Encourage the use of the floor.

Encourage students to experiment with different energy levels, speeds and different-sized movements.

Each student selects 2 different body parts: they make slow, curved pathways with the first body part and quicker, rippling pathways with the second body part.

None

Encourage students to remember patterns of movement that they like, so that they can perform them for the class. They need to rehearse the movements several times, changing the movements if necessary, so that they are happy with the finished product.

Conclude the lesson with relaxation (see Lesson 1)

In pairs, students mirror each other’s movements very carefully. Ask students to perform the movements at a low, medium and high level. They perform the same movements, but facing away from each other, at different levels, fast and slow, smooth and jerky, etc.

In 4 pairs at a time they perform their movements for the class. After each performance, briefly discuss the movements and how it made the dance look different.

# ELEMENTS of dance

## Resources

- Posters or pictures of rivers, creeks, waterfalls (EGO magazine is a good source).
- Long ribbons (1m or longer, on sticks like apparatus for rhythmic gymnastics or hand-held).
- Scarves or pieces of soft fabric.
- Music: Track 1 or 9.

## Literacy considerations

*Talking and listening:* Pictures provide the stimulus for language development as teacher guides the students' observations.

The teacher should ensure students' responses during reflection are relevant and sensitive to the group performing.

*Reading:* A wide range of literature is available on this theme for integrated studies.

## Language

pathway  
curving  
low  
medium  
high  
smooth  
fast

## Curriculum links

*English K-6 Modules*, Board of Studies, 1998.

- Discussion, Talking and Listening, p. 152.
- Response, Talking and Listening, p. 182.

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

- Stage 1 unit: Kids Care - Local and built environments, p. 76.

*Human Society and Its Environment, Units of Work*; Board of Studies, 1998.

- Stage 1 unit: Wet and Dry Environments: Features, Places and Sites, p. 72.

## Action

- Perform using different body parts.

## Space

- Explore pathways through 3-dimensional space.

## Time

- Move in time with others when mirroring actions.

## Dynamics

- Perform movements demonstrating awareness of the contrast between forceful and gentle movement qualities.

## Relationships

## Structure

# Assessment

*Were the students able to:*

- perform using a variety of pathways?
- apply different qualities to their movement?
- communicate the theme through action and quality?

# Lesson 4: Water, water, every

## Sample indicators

Students might:

- explore movement qualities that reflect the theme of water (C)
- perform whole-body movements to express intention (P)
- reflect on their movement exploration through drawing (A)
- perform simple dance sequences related to a specific theme e.g. bubbles and water (DA)
- perform movements with whole body (MO)

## Learning experiences

In groups of 6, students use small containers (e.g. plastic cups, eye-droppers, shallow trays or buckets), to pour, ladle, etc. water. They observe the flow and pattern of movement of the water.

Create a word bank of terms associated with the movement of water, e.g. trickling, dripping, gushing, pouring, slopping, swishing, swirling, etc.

Discuss places where water moves, e.g. rivers, waterfalls, creeks, drains, the beach, down the plug hole, out of a tap, rain from the sky, out of a sprinkler.

Students explore ways of moving the whole body to represent how and where water moves.

Each student selects 2 different places where water moves, e.g. a fast river and a trickling creek. They find ways of using their whole body to show the movement of the water.

Divide the class in half. One half demonstrate their movements whilst the other half observe. Teacher encourages comments about the movement qualities. Ask students to identify movements which reflect the word bank Repeat with other half of class.

Students form a circle standing and facing inwards. One student makes a flowing movement with a particular body part (e.g. elbow) and, when finished, turns to face the person on the right. The next student makes his or her own flowing movement with a different body part and so on around the circle.

Students use crayons to draw water moving in different ways. Display and discuss drawings, giving students an opportunity to describe the similarities between their movements and drawings.

## Music

None

None

## Teaching notes

This activity is best done outside or in a wet area away from the dance space so that wet floors will not create a risk of injury when dancing.

Make a clear list of words and display for easy reference.

Encourage students to use all parts of their body, including their torso, and to explore high, medium and low levels. You may need to specify two locations where water moves e.g. a bath with the tap on full and water dripping from a tap which hasn't been turned off properly. Encourage students to consider contrasting types of movement e.g. dripping and pouring.

### Extension

Listen to the sound of a rainmaker and discuss its qualities. Ask students to suggest movements which suit the sounds.

In groups of 3, make a pattern of movement in response to the sound of the rainmaker, moving from a low level, through a middle level and rising to a high level. Reverse. Each group demonstrates the movement pattern created.

Rain game: Students sit in a circle. Using body percussion, they make sounds representing an approaching rainstorm reaching a climax and dying away. In groups of six, they find ways of using different body parts to make percussive sounds. In the same groups, they devise movement patterns based on a storm that follows the sounds created.

## Resources

- A variety of water containers, e.g. ladles, eye-droppers, empty margarine containers, buckets etc.
- Water (ink could be added to create different colours)
- Rainmaker (for extension): Use a cardboard cylinder (post pack, foil or wrap). Seal one end and place two handfuls of rice, lentils or beans inside and seal the other end. Tip from one side to the other to create sounds.

## Literacy considerations

*Talking and listening:* The vocabulary explored in the introduction focuses on the use of adjectives (describing how water moves) and nouns (naming where water moves). In reflecting, the students use their drawings as a focus for presenting a description of their movement experiences.

## Language

flowing  
trickling  
dripping  
gushing  
pouring  
swishing  
swirling

## Curriculum links

*English K-6 Syllabus*, Board of Studies, 1998

- Writing outcomes and indicators: Language structures and features: p. 46

*Mathematics K-6 Syllabus*, Board of Studies, 1989

- Volume 1 - 4, pp. 136 - 139

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

- Stage 1 Music: *Where the forest meets the sea*, p. 72

## Action

- Perform, using the whole body.

## Space

## Time

## Dynamics

- Explore and perform contrasts in movement quality.

## Relationships

- Perform movements that flow from one person to another.

## Structure

# Assessment

*Were the students able to:*

- move in a variety of ways to reflect the movement of water?
- perform movement with their whole body rather than isolated parts?
- draw comparisons between visual and movement responses to the water stimulus?

# Lesson 5: People and the sea

## Sample indicators

Students might:

- learn and perform a teacher-devised sequence based on swimming movements (P)
- work collaboratively with a partner to explore and select movement ideas using the elements of action and space (P,C)
- show movements with various parts of the body in response to words and music (DA)
- create movements based on a theme (MO).

Learning experiences	Music	Teaching notes
<p>Brainstorm with students the ways in which people use the sea (use stimulus material outlined in Resources section).</p> <p>Students move around the space. Call <i>freeze</i> to cue them to stay where they are.</p> <ul style="list-style-type: none"> <li>• Call the instruction reach for... with your... . Students slowly stretch the nominated part of their body as far as they can towards the nominated subject (e.g. <i>reach for the ceiling with both hands, reach for the floor with your shoulder</i>).</li> <li>• After they have completed and held each stretch for several seconds, instruct them to move off again around the space.</li> <li>• Continue until all parts of the body have been stretched.</li> </ul> <p>Teach students a short sequence of swim-like movements, for example:</p> <ul style="list-style-type: none"> <li>• (counts 1, 2, 3, 4) Starting position: stand with feet apart, hands by sides. Extend one hand at a time, at shoulder height, arms curving over shoulders in a slow freestyle movement (right, left, right, left)</li> <li>• (counts 1, 2) Hold the nose with left hand, raise right arm above head and wiggle down to the floor, being careful to maintain balance. Stand up.</li> <li>• (counts 3, 4) Repeat with opposite arm.</li> <li>• (counts 1, 2, 3, 4) Standing, make backstroke movements, rolling right arm first, then left, right, left.</li> <li>• (counts 1, 2, 3, 4) Two slow breast-stroke arm movements.</li> <li>• Repeat the whole sequence.</li> </ul> <p>Beginning with the right arm, one student leads, making very slow movements that reflect the waves. The partner carefully mirrors the movement. Swap roles. Encourage students to explore different shapes and pathways. Using the left arm, create slow, swimming-type movements.</p> <p>In pairs, students develop movements, using:</p> <ul style="list-style-type: none"> <li>• different body parts</li> <li>• more than one body part</li> <li>• symmetrical shapes and movements</li> <li>• different levels (e.g. one standing, one sitting)</li> <li>• mirrored movements with different body parts (e.g. mirror a hand movement with a foot).</li> </ul> <p>Students reflect on the lesson's focus by responding to music and moving around the space using different levels, body parts, speeds and floor patterns. Encourage students to repeat actions that they enjoyed performing.</p>	<p>None</p> <p>Beach Boys or similar</p> <p>Track 4, 6, 10 or 11</p>	<p>The students' own holiday photographs would be most appropriate.</p> <p>Any Beach Boys-style music would be appropriate.</p> <p>Ensure that instructions are clear and that each step of the movement sequence is rehearsed several times before moving on to the next.</p> <p>Rehearse without the music first, at a slower speed, then introduce the music. You may wish to have students clap to the beat of the music before performing the actions.</p> <p>Students may stand side by side, facing each other, back to back or on different levels to perform their movements.</p> <p>Some students may find this difficult, and will need guidance to complete the task.</p> <p>Encourage students to express the music through their movements (with the ways we use the sea in mind).</p>

# ELEMENTS of dance

## Resources

- Pictures, postcards, posters of the sea, showing people using the sea for a variety of ways e.g. fishing, sailing, skiing, swimming, diving, surfing, wind surfing. (Personal photos from students would be very appropriate.)
- Music: Beach Boys-style music; tracks 4, 6, 10 or 11.

## Literacy considerations

*Talking and listening:* Students demonstrate their understanding of procedure through physical response to the teacher's directions, in stretches and swim dance instruction. In teaching the dance the teacher models a procedure. Pictures of people using the sea provide a focus and can stimulate students' contributions to the discussion.

## Language

mirror  
pathway  
shape  
body part  
level  
speed  
floor pattern

## Curriculum links

*English K-6 Modules*, Board of Studies, 1998

- Procedure, Talking and Listening, p. 128

*Human Society and Its Environment, Units of Work*, Board of Studies, 1998

- Stage 1 unit: Wet and Dry Environments: Water, p. 73

## Action

- Perform using different body parts.
- Perform using symmetrical shape and movement.

## Space

- Perform using different levels.
- Explore floor pattern while moving.

## Time

- Perform with an awareness of the beat of the music.
- Perform at different speeds.

## Dynamics

## Relationships

- Move in relation to others.
- Perform a sequence in a group.

## Structure

- Awareness of a sequence of movements.

# Assessment

*Were the students able to:*

- replicate movement learned in the sequence and perform to a count?
- understand and apply some aspects of the elements of action and space to their movement explorations?
- perform the movements learned, demonstrating preferences for particular movements?

## Lesson 6: Moving in the water

## Sample indicators

Students might:

- identify the beginning, middle and end of their composition (C,A) (MO)
- consider the use of level and shape in a group composition (C,A) (DA)
- perform expressively with awareness of other dancers, timing and overall structure of the dance (P)
- demonstrate and show their sequences with others (MO).

## Learning experiences

Students brainstorm how people, creatures and objects move in the water e.g. people moving on or above the surface of the water, boats moving at a shallow level in the water and creatures moving deep under the water.

Each student selects a level (high, medium, low). Each student explores the different ways of moving on the spot and travelling around the space at this level.

Students form small groups of 3 or 4. Students in the group each demonstrate their movements and create a short movement sequence (about 30 seconds in duration).

Groups perform their individual sequences in a predetermined order. They must decide on a clear starting position that uses various levels and body shapes within the group. Consider the finishing position and freeze at the end of the movement sequence.

Students perform the sequence one group at a time. Draw attention to the elements of the sequence (e.g. the way the group used different levels, the way individuals have used different body parts, the way the group used the space around them and the way they made patterns across the floor).

## Music

See resources

## Teaching notes

By this stage of the unit, students should have a wide range of stimulus material for movement ideas. If necessary, prompt with references to previous lessons.

Music is optional.

Allow students time to talk and explore different ideas. This tends to be a noisy, chaotic but productive part of the lesson.

Suggested music for this part of the lesson includes:

- Music by Philip Glass, especially tracks from the CD, *Dance Pieces*
- The soundtrack from *The Piano* or *Out of Africa*.

Encourage audience etiquette by reinforcing the need to watch each performance in silence, giving the performers complete attention.

Position the groups in different parts of the room and decide the starting cue (e.g. simultaneously, one after the other, etc.)

## Extension

Extend the development section across several sessions, for students to refine the movement sequence and combine with other groups to create a whole-class performance.

# ELEMENTS of dance

## Resources

- Music:
  - Selected tracks from Philip Glass, *Dance Pieces*
  - The Piano* soundtrack
  - Out of Africa* soundtrack

## Literacy considerations

*Talking and listening:* Opportunities are provided for students to share their ideas throughout the lesson, particularly as they work together in groups. The teacher guides student observations and uses questioning when reflecting to encourage appropriate responses. Students can respond by asking a question or making a statement about each group's performance.

## Language

Reinforce the use of vocabulary used in Lessons 1-5.

## Curriculum links

*English K-6 Modules*, Board of Studies, 1998

- Discussion, Talking and Listening, p. 152

*Human Society and Its Environment, Units of Work*; Board of Studies, 1998

- Stage 1 unit: Wet and Dry Environments : Water, p. 73

### Action

- Perform a variety of actions based on the stimulus of water.

### Space

- Use interesting pathways in the dance space.
  - Explore levels.

### Time

### Dynamics

- Change dynamics within the movement sequence.

### Relationships

- Relate to others in the group.

### Structure

- Plan an individual movement sequence.
- Plan a group movement sequence.

## Assessment

*Were the students able to:*

- work together in groups to create and present a short movement sequence?
- demonstrate an understanding of use of levels ?
- give a personal response to the dances made by others?