

Sporty steps



Strand
Dance

Possible link
Health and Physical Education

Purpose

Students are introduced to the dance components of space (levels), time (slow, fast) and energy (low level to high level). They use the movements of sports people as stimuli for movement.

Overview

Activities in this module are based on a learner-centred approach and are organised into the planning phases of:

Exploring

Students will:

- begin to explore the dance components of space and form
- begin to explore moving in various ways to communicate their observations about sporting movements.

Developing

Students will:

- develop movement sequences that communicate an understanding of sport and fitness
- use direction, high and low energy levels, literal interpretation and personal and general pathways.

Culminating

Students will:

- consolidate their understanding of the dance components of space, energy and form through the creation and performance of dance for a school event
- discuss their choreography and performance with peers and teachers.

Using this module

Focus and Links

This module provides suggestions for planning, teaching and assessing using core learning outcomes and core content from the *Years 1 to 10 The Arts Syllabus*. It provides one way of addressing the core learning outcomes and may be adapted to suit the particular context of a school. The activities are neither exhaustive nor definitive but are intended as a guide for planning units suited to the needs of students. You are encouraged to modify the activities in this module to meet the specific needs and interests of particular individuals and student groups, and the learning environment. Some students with physical, hearing or vision impairment may need assistance with some of these activities. Obtain advice from their support teachers.

This module identifies possible links to the Health and Physical Education key learning area. These are included as suggestions only, and should be developed as appropriate to the needs and interests of your students.

Activities also contribute to learning in literacy, numeracy, and lifeskills, and can be used for gathering evidence about students' development in these cross-curricular priorities. Literacy practices include speaking and listening, viewing and interpreting still and moving images, writing lists, representing ideas, structuring ideas, communicating meaning, and increasing vocabulary. Numeracy practices include awareness of time, space and spatial relationships, and identifying and making use of patterns and sequences. Lifeskills addressed include personal development skills, social skills, and self-management and citizenship skills.

Module organisation

When developing a unit of work from this module, activities may be arranged in any sequence within a phase and combined with activities from other modules and sources. Select and adapt activities and sequence them in the most appropriate way for your students.

At the end of the activities in each phase, you will find suggested Focus questions that may be useful at various times throughout that phase. Teaching considerations are also included to provide ideas, suggestions and clarification relevant to the activities. See Teacher resource 2 for a sample lesson plan that shows one way of sequencing activities in a lesson within a 35 minute time frame.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

This module focuses on the following core learning outcomes from the Dance strand of the *Years 1 to 10 The Arts Syllabus*.

Level statement: Level 1

Students use dance components to communicate their experiences and observations of the world around them. They become aware of others in the space as they perform and create.

Students work individually and with others. They discuss their personal response to their own and others' dance.

Students demonstrate safe warm-up techniques in preparation for movement.

- DA 1.1 Students use dance components to explore communication through movement.
- DA 1.2 Students demonstrate awareness of self and others when performing.
- DA 1.3 Students describe their personal responses to their own and others' dance.

Level statement: Level 2

Students deliberately select and order dance components in the creation of sequences to express feelings and relationships and to communicate narratives. They communicate the intended meaning of movement sequences through facial expression and body language in performance.

Students work individually and with others. They recognise and identify dance components when they respond to dance. They respond through various communication methods, such as writing, talking, moving or drawing.

Students demonstrate safe warm-up techniques in preparation for movement.

- DA 2.1 Students select dance components to create movement sequences that communicate feelings, relationships and narratives.
- DA 2.2 Students perform short sequences that communicate feelings, relationships and narratives.
- DA 2.3 Students identify dance components when responding to their own and others' dance.

Other key learning areas

Health and Physical Education core learning outcomes

Developing Concepts and Skills for Physical Activity

- DCSPA 1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.
- DCSPA 2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.

Promoting the Health of Individuals and Communities

- PHIC 1.1 Students describe and demonstrate everyday actions which they can take in a range of situations to promote their health.
- PHIC 2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.

Cross-key learning area planning

Refer to elaborations of the stated outcomes in the relevant Years 1 to 10 Sourcebook Guidelines to plan learning experiences relevant to this module.

Core content

This module provides a learning context for the following core content from Levels 1 and 2 of the syllabus:

	Level 1	Level 2
space	<ul style="list-style-type: none"> • direction • levels • shape 	<ul style="list-style-type: none"> • pathways through space • personal and general space
time	<ul style="list-style-type: none"> • fast and slow 	<ul style="list-style-type: none"> • duration • metric accent
energy	<ul style="list-style-type: none"> • low level to high level 	<ul style="list-style-type: none"> • falling • percussing • swinging
form	<ul style="list-style-type: none"> • literal interpretation • repetition 	<ul style="list-style-type: none"> • binary • contrast • narrative
action	<ul style="list-style-type: none"> • locomotor and non-locomotor movements 	<ul style="list-style-type: none"> • locomotor and non-locomotor movements
function	<ul style="list-style-type: none"> • exploration 	<ul style="list-style-type: none"> • personal expression
analysis	<ul style="list-style-type: none"> • identification of personal responses to dance 	<ul style="list-style-type: none"> • recognition and description of dance components and visual and aural elements

Assessment

The following table provides examples of opportunities in this module for gathering evidence and making judgments about student demonstrations of The Arts core learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

Outcomes	Gathering evidence	Making judgments
<p>DA 1.1 Students use dance components to explore communication through movement.</p> <p>DA 2.1 Students select dance components to create movement sequences that communicate feelings, relationships and narratives.</p>	<p>Students may:</p> <ul style="list-style-type: none"> view still images of people participating in a variety of sports. They create shapes with their bodies, based on the sports images. They discuss their favourite poses and explain why they like them. combine some of these body shapes to form movement sequences that represent their ideas about particular sports. <p>The teacher may use:</p> <ul style="list-style-type: none"> observation focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> anecdotal records. 	<p>Level 1 Do students:</p> <ul style="list-style-type: none"> copy, then explore body shapes and positions based on various sports? discuss shapes they liked making, or ways they liked moving, and the reasons for their choices? discuss how they showed their favourite sports through movement? use dance components of space, time, energy and movement to communicate their ideas? <p>Level 2 Do students:</p> <ul style="list-style-type: none"> work with a partner in personal space to create movements that represent a sporting game? create two short sequences (binary form) to communicate understanding of contrast such as fast moving sports and slower moving sports? create movement spontaneously, but repeat the movements in order to remember them?
<p>DA 1.2 Students demonstrate awareness of self and others when performing.</p> <p>DA 2.2 Students perform short sequences that communicate feelings, relationships and narratives.</p>	<p>Students may:</p> <ul style="list-style-type: none"> perform movements using two different amounts of energy — for example, move as though swimming with a high level of energy, then move as though swimming with a low level of energy, or hit a ball using a very high level of energy, then with a low level of energy. <p>The teacher may use:</p> <ul style="list-style-type: none"> observation focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> anecdotal records. 	<p>Level 1 Do students:</p> <ul style="list-style-type: none"> keep their distance from others, and try to avoid bumping into them, when moving through general (open) space? use different amounts of energy and different movements to represent the differences between various sports? perform their own movements to communicate their ideas? <p>Level 2 Do students:</p> <ul style="list-style-type: none"> move freely through personal (close) and general (open) space individually, in pairs or in groups, maintaining the created shapes and using energy appropriately? use time in the performance of sequences to communicate effort used to play a sport — for example, throwing a ball as far as possible? use facial expression and body language to help communicate their feelings?

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Outcomes	Gathering evidence	Making judgments
<p>DA 1.3 Students describe their personal responses to their own and others' dance.</p> <p>DA 2.3 Students identify dance components when responding to their own and others' dance.</p>	<p>Students may:</p> <ul style="list-style-type: none"> discuss the various directions (forward, backward, zigzag, diagonal, circular) in which it is possible to travel from one point in the space to another — for example, the door of the classroom to the back window, or one goal post on the oval to another. <p>The teacher may use:</p> <ul style="list-style-type: none"> peer- and self-assessment student–teacher consultation observation <p>recorded in:</p> <ul style="list-style-type: none"> reflective diaries anecdotal records. 	<p>Level 1 Do students:</p> <ul style="list-style-type: none"> discuss shapes they liked making, or ways they liked moving, giving reasons for their choices? discuss their favourite sporting movements, giving reasons for their choices? identify ways that other students moved? represent their responses through creating visual images? <p>Level 2 Do students:</p> <ul style="list-style-type: none"> use dance language such as 'low levels', 'fast speed', 'a high level of energy', to describe movements they created or performed? identify instances when they observed repeated movements? discuss what sport the movements are representing? identify movements that are changed by changing a component — for example, movement that travels or stays on the spot?

Background information

Movement from a stimulus

The stimuli for movement in this module are the movements used by people in various sports. The suggested activities develop understanding of the dance components of space, time, energy, form and action. These activities involve students in choreographing, performing and appreciating dance and are adaptable to suit the stimuli chosen by the teacher and students.

Multi-age classroom setting

Activities in this module cater for students working across Levels 1 and 2, and are identified in the following ways throughout the module.

Activity description →

Activities intended for all students in the multi-age setting, with a focus on Level 1 outcomes.

Activities intended as an extension for students focusing on working toward Level 2 outcomes. →

Students create different shapes with their bodies to literally interpret what they see sports people doing.

Level 1

- Students view still images of participants in a range of sporting activities. They discuss what they think the sports people are doing and describe the shapes the sports people are making with their bodies — for example, they are jumping to catch the basketball; their feet are quite close together and their arms are reaching up high to catch the ball.
- Students create shapes with their bodies, based on the sports images. They discuss their favourite poses with peers and explain their choices.

Level 2 — in addition to Level 1 activities

- In groups of four, with teacher guidance, students create a freeze frame depicting a moment in sport — for example, someone throwing, hitting or kicking a ball and others around ready to retrieve the ball.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

batting	energy	a lot	running
binary	high	low	shape
body percussion	jumping	non-locomotor	space
bowling	kicking	pathways	tempo
catching	levels	personal	throwing
contrast	a little	rowing	time
directions	locomotor		

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Dance may be found at www.education.qld.gov.au/corporate/doem/sindex/d-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually and in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to represent their ideas and feelings through musical and kinaesthetic forms of expression.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students.

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions that apply to downloading and printing information sheets from this site.

Print

Teacher reference

Donohue Zakkai, J. 1997, *Dance as a Way of Knowing*, Stenhouse Publishers, California.

Gilbert, A. 1992, *Creative Dance for All Ages*, Alliance for Health, Physical Education, Recreation and Dance, Reston, Va, USA.

Gough, M. 1993, *In Touch with Dance*, Dance Books, London.

Gough, M. 2000, *Knowing Dance: A Guide for Creative Teaching*, Dance Books, London.

Harrison, K. and Auty, J. 1991, *Dance Ideas: For Teachers, Students and Children*, Hodder and Stoughton, London.

Hinkley, C. 1980, *Creativity in Dance*, Alternative Publishing Co-operative Ltd, Australia.

McGreevy Nichols, S. and Scheff, H. 1995, *Building Dances*, Human Kinetics, Champaign, Il, USA.

North, M. 1990, *Movement and Dance Education: A Guide for the Primary and Middle School Teacher*, Northcote House, Plymouth.

Rickett-Young, L. 1996, *Essential Guide to Dance*, Hodder and Stoughton, London.

Rooyacker, P. 1996, *101 Dance Games for Children*, Hunter House, USA.

Shreeves, R. 1979, *Children Dancing*, Ashton Scholastic, London.

Slater, W. 1993, *Dance and Movement in the Primary School*, Northcote House, United Kingdom.

Electronic

Website

(This website was accessed in March 2002)

Australian Dance Council, Ausdance (Qld): <http://sunsite.anu.edu.au/ausdance/index.html>

Activities

Exploring

Students use the stimulus of sporting movements to explore the dance components of:

Level 1

- space: levels and shape
- form: literal interpretation

Level 2

- space: personal space
- form: contrast, binary

Outcomes	Activities	Gathering evidence
<p>DA 1.1 Students use dance components to explore communication through movement.</p> <p>DA 1.2 Students demonstrate awareness of self and others when performing.</p> <p>DA 1.3 Students describe their personal responses to their own and others' dance.</p> <p>DA 2.1 Students select dance components to create movement sequences that communicate feelings, relationships and narratives.</p> <p>DA 2.2 Students perform short sequences that communicate feelings, relationships and narratives.</p> <p>DA 2.3 Students identify dance components when responding to their own and others' dance.</p>	<p>Students explore and create movements that are associated with particular sports, using a variety of shapes and levels. They explore:</p> <p>Level 1 and 2</p> <ul style="list-style-type: none"> • 'catching' – catch up high, catch down low, catch a large ball, catch a small ball, catch with one hand, pretend to lose balance as you catch. • 'rowing' – row on one side of the boat, row forward, row backward, row quickly, and row slowly. • 'bowling' – bowl a heavy ball along the ground, bowl a light ball along the ground or in the air, bowl it quickly then slowly, bowl a small ball, bowl a large ball. <p>Students create different shapes with their bodies to literally interpret what they see sports people doing. They:</p> <p>Level 1</p> <ul style="list-style-type: none"> • view still images of participants in a range of sporting activities. They discuss what they think the sports people are doing and describe the shapes they are making with their bodies — for example, she is jumping to catch the basketball; her feet are quite close together and her arms are reaching up high to catch the ball. • create shapes with their bodies, based on the sports images. They discuss their favourite poses with peers and explain their choices. <p>Level 2 — in addition to Level 1 activities</p> <ul style="list-style-type: none"> • create, in groups of four with teacher guidance, a freeze frame depicting a moment in sport — for example, someone throwing, hitting or kicking a ball and others around ready to retrieve the ball; a team playing tunnel ball. They explore the effects of being close together or spread out through the general space. <p>Students identify movements at different levels — low, medium and high — in order to create short sequences of movement. They:</p> <p>Level 1</p> <ul style="list-style-type: none"> • watch short snippets of sport on video or look at still images and discuss whether the movements are on low, medium or high levels — for example, swimming involves lying in the water at a low level; skipping rope involves jumping at a medium level; high jumping involves moving through the air at a high level. 	<p>DA 1.3 & DA 2.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>student–teacher consultation</i> <p>DA 1.2 & DA 2.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i>

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Outcomes	Activities	Gathering evidence
	<ul style="list-style-type: none"> • make a list of sports that involve movement on low, medium and high levels, with teacher assistance. • create a short sequence of movement that explores body shapes and low, medium and high levels, to literally interpret three sports — for example, two movements at a low level that represent swimming, two movements at a medium level that represent skipping rope, and two movements at a high level that represent high jump. <p>Level 2 — in addition to Level 1 activities</p> <p>They:</p> <ul style="list-style-type: none"> • create and perform for peers a dance in binary form (two sections) that depicts two sports, using contrasting levels and use of space — for example, section 1 has a sequence of movements that represents a basketball competition (medium/high level and moving through a large space); section 2 has a sequence of movements that represents a rowing race (low/sitting level with movement in a small space). • discuss their peers' dances. They talk about the levels and the movements used, and whether the sequences looked like the sports that were used as stimuli. 	<p>DA 1.3 & DA 2.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> <p>DA 1.1, DA 2.2, DA 1.2 & DA 2.2 <i>Assessment techniques:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> • <i>focused analysis</i>

Focus questions

- What sports are played in your school or your community or seen on television?
- What actions are used in a particular sport?
- What shapes can you make with your body to represent a particular sport?
- What shapes can you make at a low level, a medium level and a high level?
- What is binary form?
- How does the body change shape when changing from one level to another?
- In which sports is it important to have good jumping or springing? Why?
- Which sports need a lot of space for their movements and which need only a small space?

Teaching considerations

The activities outlined in the exploring phase require structured support for students. This is particularly so for students who will need guidance and support in group work.

A useful way of exploring binary form is to ask students to categorise movements into two groups — for example, movements that are done on a low level, and movements that are done on a high level. Encourage students to perform the movements from the two separate groups — for example, a series of four movements on a low level, followed by a series of movements on a high level.

When working on jumps it is advisable to break down and analyse the technique of jumping: the jump must always start with bent knees and finish on bent knees; ankles and hips with the head erect to avoid injury to ankles, knees and hips; use arms for balance on landing. Demonstrate this skill individually and repeat the demonstrations over several lessons, allowing students time to practise between each demonstration. Reinforce the technique during all activities. Stress the importance of landing on the balls of the feet on the floor to 'soften' the jump. Measure how successfully the students are achieving this by how much noise they make when alighting from a jumping movement. For further information and activities concerning springing and landing, see the Health and Physical Education modules Level 3, *Fantastic gymnastics* and Level 2, *Travelling and balancing*.

As a useful visual reminder for students, hang up around the room a variety of charts that illustrate dance components such as spatial levels, with accompanying pictures that relate to topics being explored in the classroom. Involve the students in creating charts that show sporting movements and include the names of the body parts being used in particular static shapes. Students could also identify words that describe the movements in the pictures, such as twisting, sloped, curled and curved, straight and stretched. When describing shapes, encourage students to name body parts, including the torso as well as the extremities.

Developing

Students develop movement sequences that communicate an understanding of sport and fitness using the dance components of:

Level 1

- space: direction
- time: fast and slow
- energy: a lot or a little
- form: literal interpretation
- action: locomotor and non-locomotor.

Level 2

- space: personal and general, pathways
- time: metric accent
- energy: falling, percussing
- form: contrast, binary
- action: locomotor and non-locomotor.

Outcomes	Activities	Gathering evidence
<p>DA 1.1 Students use dance components to explore communication through movement.</p> <p>DA 1.2 Students demonstrate awareness of self and others when performing.</p> <p>DA 1.3 Students describe their personal responses to their own and others' dance.</p> <p>DA 2.1 Students select dance components to create movement sequences that communicate feelings, relationships and narratives.</p> <p>DA 2.2 Students perform short sequences that communicate feelings, relationships and narratives.</p> <p>DA 2.3 Students identify dance components when responding to their own and others' dance.</p> <p>Health and Physical Education PHIC 1.1 Students describe and demonstrate everyday actions which they can take in a range of situations to promote their health.</p>	<p>Students identify the energy used to participate in a range of sports, in order to create sequences.</p> <p>Level 1 They:</p> <ul style="list-style-type: none"> • discuss the differences between a low level and a high level of energy. • perform movements using the two different levels of energy — for example, move as though swimming with a high level of energy, then move as though swimming with sustained energy, or climb using a high level of energy, then with a low level of energy. • perform similar movements, but this time as slow movements and then fast movements. • discuss the idea that movements with a high level of energy can be either fast or slow, as can movements with a low level of energy; try out movements with various combinations of energy and time (fast, slow). • create a 'high energy sport' dance sequence — for example, create four to eight movements that communicate understanding of the amount of strength used in tug-of-war, and demonstrate the types of movements used, such as bending knees, lifting arms to shoulder height, hauling and resisting. <p>Level 2 — in addition to Level 1 activities They:</p> <ul style="list-style-type: none"> • discuss how good health contributes to strength and performance in sport. • identify and use movements that have percussive energy like a ball bouncing; make rhythmic percussive movements in time to a metric accent. • create a movement sequence that has a falling level of energy to represent, for instance, a swimmer who gets tired towards the end of a race. • create a dance in binary form that communicates their understanding of how health relates to physical activity — for example, <ul style="list-style-type: none"> – section one has movements that depict good health and well-being in a sporting activity – section two has movements that depict poor health and that may detract from well-being in a sporting activity. 	<p>DA 1.1 & DA 2.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> <p>DA 2.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>focused analysis</i> <p>DA 1.2 & DA 2.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> <p>DA 2.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>student–teacher consultation</i>

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Outcomes	Activities	Gathering evidence
<p>Health and Physical Education PHIC 2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.</p>	<ul style="list-style-type: none"> • Discuss the differences in energy and time in the contrasting sections. <p>Students may wish to incorporate props into their dance, such as pieces of fruit and bottles of water in section one to communicate healthy lifestyle; and junk food wrappers in section two, representing poor health. Students may also like to use props that represent sporting equipment, and they may choose to perform their sequences to two contrasting pieces of music to reflect the two themes in the binary dance.</p> <p>Students use a range of directions and pathways (space) when creating sequences.</p>	
<p>DCSPA 1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills, varying body actions and use of space.</p>	<p>Level 1 They:</p> <ul style="list-style-type: none"> • discuss and demonstrate various directions and pathways (forwards, backwards, zigzag, diagonal, circular, under, over, around) it is possible to use to travel from one point in the space to another — for example, from the door of the classroom to the back window, or from one goal post on the oval to another. • explore directions and pathways that may be used in various sports, such as tennis, netball, football and T-ball. • participate, with teacher guidance, in a game of 'follow the leader' that uses different actions (running, hopping, skipping, crawling) and that travels in different directions. • choose their favourite directions and pathways to travel in — for example, zigzag, circle, and diagonal. They revisit sporting movements that they explored earlier and create a short sequence that incorporates travelling in their chosen directions. Students perform their sequences for their peers to discuss. 	
<p>DCSPA 2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.</p>	<p>Level 2 — in addition to Level 1 activities They:</p> <ul style="list-style-type: none"> • identify the range of pathways through which they can travel in personal and general space — for example, under, over, around and through. • create a dance about their favourite sport, using at least two different directions and two different pathways — for example, a sequence about cycling could involve movements that represent riding a bike, and could travel in circles and straight lines along the track. It could involve movements that show getting on the bike by climbing over it, and riding around other imaginary riders. • discuss their use of movements and dance components such as space: directions and pathways; energy: falling, percussive, fast and slow; form: contrast. 	

Focus questions:

- What sort of energy is needed to ... lift a feather? push a rock?
- What sort of energy do you have when you feel unwell/healthy?
- What movements have sharp, percussive energy like a ball bouncing?
- When might you use movements with falling energy? Do these movements always get slower?
- In how many different directions (forward, backward, diagonal) or pathways (under, over, around) can you travel? Demonstrate.
- How does healthy eating affect your energy levels?

Teaching considerations

Constantly use dance terminology such as energy, space, levels, shape, direction and pathways. Ensure students have a chance to revisit and reuse movement material created in previous lessons so they have opportunities to build on what they know and can do with what they know.

Teacher judgment and organisation are essential when arranging students into pairs, groups or individually within the space. Any activity involving travelling movements should be taught slowly at first, with the pace gradually increased as students become more familiar with the movement and with moving through the space in close proximity to other students.

Music can be an effective way of demonstrating the contrasts between levels of energy to young students. In the initial discussion period, play several different types of music and have the students suggest the levels of energy that may be used with that particular piece of music. You may also wish to build a word bank of 'moving words' for each level of energy. Percussion instruments and clapping are also helpful when children are moving to a metric accent.

The Health and Physical Education modules for Level 1, *Plan, prepare and picnic* and Level 2, *School lunches: a world of choice*, offer possible sources for information and activities regarding nutrition.

Culminating

Students:

- consolidate their understanding of the dance components of space, energy and form through the creation and performance of dance for a school event
- discuss their choreography and performance with peers and teachers.

Outcomes	Activities	Gathering evidence
<p>DA 1.1 Students use dance components to explore communication through movement.</p> <p>DA 1.2 Students demonstrate awareness of self and others when performing.</p> <p>DA 1.3 Students describe their personal responses to their own and others' dance.</p> <p>DA 2.1 Students select dance components to create movement sequences that communicate feelings, relationships and narratives.</p> <p>DA 2.2 Students perform short sequences that communicate feelings, relationships and narratives.</p> <p>DA 2.3 Students identify dance components when responding to their own and others' dance.</p>	<p>Students create a dance to be performed as an opening ceremony for a school sports carnival.</p> <p>Levels 1 and 2 They:</p> <ul style="list-style-type: none"> • identify which sports will be played at the school sports carnival — for example, running, tunnel ball, long jump, high jump, tug-of-war. • choose four sports that they will depict through dance. • brainstorm ideas about suitable movements to depict each sport, and what directions, pathways, and energy can be applied to the movements; consider whether movements will be fast or slow and whether they'll be performed to a regular beat. • decide on four groups, with teacher guidance, and choose a sport. Each group should contain a mix of students working towards demonstrating Level 1 and Level 2 core learning outcomes. • use their brainstormed ideas to create eight movements to depict their chosen sport. • choose appropriate music to accompany the sequence and practise it until each group member can perform the sequence to the music without forgetting any movements. • discuss and make choices about costuming for the dances. • perform the sequence for the other groups. All students discuss what they liked about the sequences and why. With teacher assistance, they decide on the order in which the four sequences will be performed. • perform the dance at the school event. Video the final performance if possible. 	<p>DA 1.2 & DA 2.2 <i>Assessment techniques:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> • <i>focused analysis</i> <p>DA 1.3 & DA 2.3 <i>Assessment techniques:</i></p> <ul style="list-style-type: none"> • <i>peer-assessment</i> • <i>discussion about likes and dislikes of sequences</i>

Focus questions

- What movements, space and energy will be used to represent each sport?
- In what order will the sequences be performed? Why did you choose that order?
- What music or costumes will be best for the dance? Why?
- How important are your facial expressions when performing for an audience? Why?

Teaching considerations

This last phase will require substantial support from teachers in the choreographic and performance process. Groups will have to be carefully chosen so that there is a balance of boys to girls, and so that each group has a workable ratio of older children to younger children.

Performing for a formal audience can cause anxiety with some students, particularly when it is the first time or when they feel under-prepared. Provide students with numerous, informal opportunities to practise their dances before performing them for an audience.

When choosing music for this age group, it is advisable to have a strong beat and have some changes through the music that may indicate a change of step or the beginning of the next group's section. An appropriate lyric may also be useful to signify changes of sporting theme.

Advice for teachers — Dance classroom management

Teacher resource 1

Organising a dance classroom

For a dance lesson to be a positive experience for all, consideration needs to be given to the space where the lesson is to take place, as well as to the way the lesson is conducted.

- Clear the space of any desks, chairs and other moveable objects, so that all students are able to move freely, on their own or in small groups in the space, without bumping into others or objects.
- Ideally, a bare wooden floor, not lying directly in contact with concrete, is the most suitable flooring for dance. If a carpet covered, concrete floor is all that is available, it is advisable that no jumping action takes place.
- When using audio equipment, it is important that it is on a table or shelf out of the way of the movement that is taking place. Be aware of the volume of the accompanying recorded or live music. If the music is too loud, students will not be able to follow teacher instructions, there will be a risk of voice strain, and nearby classes will be interrupted.
- The duration of a dance lesson should run for 20 to 30 minutes. This time does not include set-up and pack-up time. The actual number of activities in a lesson will depend on how much development or expansion of the activities takes place.
- It is beneficial to revisit movement sequences or activities from previous lessons, so that students build their movement vocabulary.
- If students are required to remove their shoes, establish a place for the shoes that is out of the way of the movement. Encourage the students to wear clothing that is not restrictive, is modest, and offers protection from the sun if dance is to take place outdoors.

Preparation for movement — warm-up and cool-down

Prior to beginning any movement lesson, a warm-up is essential. An ideal warm-up should involve visual and verbal instructions from the teacher. During warm-up exercises, it is important that each student is able to follow teacher instructions.

Warm-up could include:

- small, gentle movements that isolate and prepare joints such as ankles and wrists
- locomotor and non-locomotor aerobic exercises that raise heart rate and increase blood circulation
- simple stretching and bending movements that involve the entire body.

The warm-up should be connected to the content or stimulus of the lesson to develop the understanding that warm-up is preparation for movement and not an isolated experience. Using music that reflects the stimulus of the lesson, or incorporating simplified versions of movements the students may use in the lesson, is an easy way to do this.

During the cool-down, students should stretch slowly using movements that reflect the content of the lesson in addition to familiar movements from the warm-up. Students should be encouraged to reflect on what has occurred during the lesson.

Safety Considerations

Students should:

- respect the other students dancing with them in the space and allow them enough room to move without bumping into each other
- remove shoes so that other students are not injured while moving on the floor
- remove socks if the floor surface is slippery
- not make physical contact with other students unless specifically requested by the teacher when performing partner or group activities
- be aware of the objects around the room that may need to be avoided — for example, the edges of desks, chairs, windows or doorways.

Sample lesson plan

Teacher resource 2

Focus of this lesson: Exploring phase

Students explore movement, and develop movement vocabulary, by:

- using knowledge of, and responding to, the stimulus of sporting movements
- using dance components of space, time, energy, form, locomotor and non-locomotor movements
- taking opportunities for students to choreograph (DA 1.1 and DA 2.1), perform (DA 1.2 and DA 2.2) and appreciate (DA 1.3 and DA 2.3) dance.

Resources

- Set up an uncluttered space for movement to take place.
- Set up pictures of sporting activities around the classroom to prompt students' imaginations.

Purpose	Mins	Activity procedure
Warm-up	5	<ul style="list-style-type: none"> • Arrange students in a large circle. Set the scene for the lesson by using a sporting theme for the warm-up. Include a range of the following exercises and repeat several times to familiarise students with the language and the movements. This may be joined together to music. <ul style="list-style-type: none"> – stretch up high as though catching a ball – crouch down low as though rolling a ball on the ground – swing arms around the body as though swishing through water – walk quickly through the space as if in a walking race – run quickly on the spot, lifting knees to chest or kicking feet up behind – dodge and weave through the space as though playing football – swing arms in a freestyle swimming action or a breast-stroke action.
Exploration	10	<ul style="list-style-type: none"> • Students look at still or moving images of people participating in sporting activities and identify the types of movements taking place, such as: <ul style="list-style-type: none"> – the footballer is kicking the ball with his foot – the swimmer is using her arms and legs through the water.
Development	10	<p>All students focus on Level 1 outcomes.</p> <ul style="list-style-type: none"> • Students copy the movements they see in still or moving images and show their peers. • Students teach each other their movements, taking care to copy them exactly. <p>Extension activity — for students working towards Level 2 outcomes</p> <ul style="list-style-type: none"> • Students work in groups of four to create a freeze frame depicting a moment in sport — for example, shooting a goal in basketball, the beginning of a swimming race, finishing a sprinting race. • Using locomotor movements from the warm-up exercise, join the freeze frames together — for example, Group 1 performs their shape, then dodges and weaves to Group 2, who perform their shape.
Culmination	5	<ul style="list-style-type: none"> • Students talk about each other's movements, with regard to their likes and dislikes, and discuss their ideas about improving the movements. • Students discuss facial expressions and body language and the moods they communicate. • Students identify aspects of space — for example, low, medium and high levels, personal and general space.
Cool-down	5	<ul style="list-style-type: none"> • Organise the students in a large circle. Slowly walking anticlockwise in the circle, ask them to imagine they have just run a very long, fast race. Tell them they can feel their arms and legs getting heavy as they move through the space. • Slow the walk down until everyone is still on the spot. Ask the students to imagine their bodies are melting from the head down — slowly the head drops forward, through the shoulders, torso, hips, the legs begin to melt and sink with the body to the ground, until the students are lying down in a comfortable position. • Leave the students to lie still for an appropriate length of time, then call them to sit up.

Observation sheet **Teacher resource 3**

Student name: _____ **Date:** _____

Observation of movements and dance components

Focus of observation	Observation notes
<p>Control when executing locomotor and non-locomotor movements (list movements being observed):</p> <ul style="list-style-type: none"> • • • • 	
<p>Use of energy in various movements. Is the student more comfortable moving with a particular sort of energy? List energy types being observed (refer to core content):</p> <ul style="list-style-type: none"> • • • 	
<p>Use of space when performing and choreographing with others. Is the student aware of others in the space, and does the student adjust where he or she is to accommodate others?</p>	
<p>Does the student vary the time of movements (fast, slow)?</p>	
<p>Does the student concentrate when presenting dance to others, or is the student easily distracted by others in the group or by audience members?</p>	
<p>Does the student communicate an understanding of the different sporting movements through use of a range of levels, directions and energy?</p>	



Acknowledgments

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This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 The Arts Syllabus

Years 1 to 10 The Arts Sourcebook Guidelines

The Arts Initial In-service Materials

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