

Instructions to teachers

Lesson 1

1. Teacher places up to 24 different shape cards on the floor.
2. Individually, students circulate around the shape cards experimenting with making the shapes shown, using various levels – low, middle, high.
3. Each student selects four shapes to use in a dance sequence and practises making these shapes.
4. They then form pairs and show their partner their selected shapes.
5. Students then select four shapes from their total of eight and order them in a sequence to show a particular idea.
6. In pairs, they practise their sequence of four shapes, holding each shape for four counts.
7. With the teacher using a tambourine or clap sticks to provide accompaniment, pairs repeat their sequence several times to help memorise it.
8. They extend their sequence by inserting four counts of locomotor movement to link the shapes

Lesson 2

1. Students refine their sequence through manipulation of the elements of dance (*Creative Arts K-6 Syllabus* pp 100-101).
2. With the teacher using a tambourine or clap sticks to provide accompaniment, pairs repeat their sequence several times.
3. Students name their sequence and write about the idea they are trying to show.
4. They choose from two musical accompaniments (slow & flowing or fast & percussive) and practise moving to the music.
5. Students revise their 32-count dance sequence.
6. They perform their sequence for the class.
7. Students observe their classmates and complete a worksheet reflecting on the processes involved.

Note to teachers

Teachers may wish to assess students by having 5 or 6 pairs perform at a time repeating their 32-count sequence continuously. This may be done informally in the dance space rather than on a stage.

Shape Dance Worksheet

1. Draw the four shapes used in your dance.

A.	B.
C.	D.

2. What is your shape dance about?

3. How did you use the elements of dance to create your shape dance?





