

**L1-2** INTRO

Welcome to **Activate** the resource that encourages students to embrace dance while enjoying fun and purposeful physical activity in the classroom. Scan the QR code to learn more about how to use this resource and access the learning support materials, activity videos and music library.

**L1-2** THE TIGHTROPE

One by one, slowly walk along an imaginary (or real) line. Pretend you have an egg on your head as you walk. When you get to the middle, stop and balance on one leg until the teacher says to keep walking.

CHALLENGE: How many different ways can you balance? On your tippy toes, leaning to the right or with your arms up? How long can you balance?

**L1-2** DO IT LIKE

Follow your teacher or the video to learn a dance phrase (series of actions). When you feel confident with this phrase, add some music.

CHALLENGE: Now change the quality of the movements by adding a character such as robot, astronaut, or animal. How many ways can you change the movement to reinvent the story?

L1-2 JUMP & MOVE

After a warm up, you will jump and move to the music. For the chorus, you will jump and land three times then freeze. No wobbles! In the verse, you will jump and wiggle three times then freeze.

CHALLENGE: Try different combinations. Bend and stretch. Open and close. Twist and turn.



**L1-2** MOMENT OF FAME

Time to shine! Stand in a circle and one-by-one, step into the middle to do a 10 second performance, showing off your favourite moves.
On your teacher's signal, strike a pose while everyone claps enthusiastically.

L1-2 ZIP, ZAP

You are going to stand in a circle and clap to pass the energy around. You say 'zip' to pass the direction of energy clockwise and say 'zap' to pass it anticlockwise. Pick a leader to start and practice. Try to maintain eye contact and establish a pulse. Now add some music and zip, zap with the beat.

CHALLENGE: Can you do this sitting or standing on one leg? Can you change the direction of energy mid-circle?

**L1-2** SPOT THE LEADER

Who's calling the shots?
Create a circle and pick a guesser, who will step out of the circle and close their eyes. The teacher silently picks a leader who then creates a steady, percussive rhythm by clapping, clicking their fingers or stamping their feet. Everyone follows along in unison. When the leader changes the rhythm, everyone changes with them. The guesser enters the circle and has three chances to spot the leader. Take turns being the leader and the guesser.

L1-2 COUNTDOWN

Can you create a shape with your body, or just a few body parts? How quickly can you do this?
Stand with plenty of space around you and get ready to make the shape your teacher calls out after a 5 second countdown. Hold the shape until the next one is called out.

CHALLENGE: Try to increase the speed of the transition, or the length of time you must hold the shape. Try creating shapes in pairs or to the beat.



L1-2 CLOSE TO YOU



Let's play follow the leader.

Select a leader to silently move around the space in many different ways.

Everyone follows them around, copying the leader's movements as close as possible. When the leader stops, everyone must freeze in a balance pose. Change leaders frequently.

CHALLENGE: Explore more complex ways to travel around the space. This time, the leader will call out a movement and a direction, which everyone must try to do in unison. Bounce to the whiteboard! Glide to the desks! Tip toe to the door!

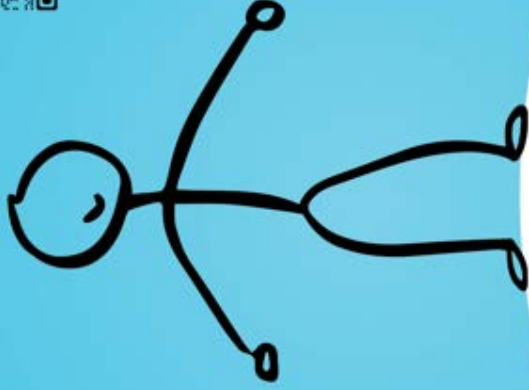
L1-2 A DAY AT THE BEACH



In groups of 3-4 you will create a movement story based on a day at the beach. You might walk to the beach, put on your hat, rub on sunscreen, hop over the hot sand and run into the water. Add your own ideas and practice the movement story so you remember it.

CHALLENGE: Change your story by changing the quality of movement. Maybe you splash instead of run or wiggle rather than hop.

L1-2 BODY BUBBLE



You're inside a bubble. It's your job to clean it with different body parts. Try using your knees, elbows, shoulders, head, bottom, arms, back, hands, or feet.

CHALLENGE: Add a body base while cleaning – hands, feet, stomach, back, forearms, knees or bottom.

L1-2 THE ZOO



This is like a game of 'Grandmother's Footsteps' but with animal movements. The Zookeeper will choose an animal, then face the wall. Starting on the other side of the room, everyone else must move like that animal and try to touch the Zookeeper on the shoulder. If the Zookeeper catches you moving when they turn around, you must return to the start. Whoever touches the Zookeeper first, gets to become Zookeeper in the next game.

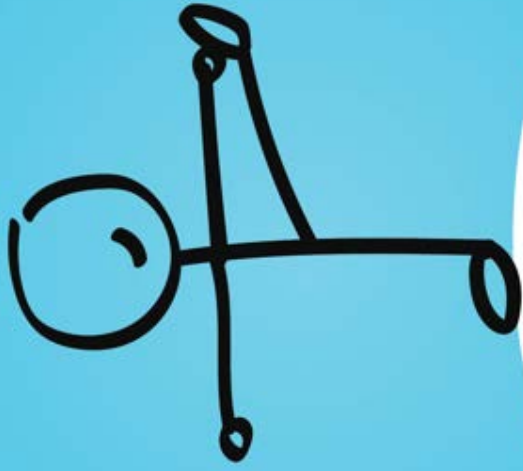


**L1-2 SUPERHERO TRAILER**

Imagine you have a superpower. What actions must you do to activate and control it? Start in a circle and one-by-one everyone performs their action. Make the action super slow and huge. Everyone else copies it before the next person in the circle activates and performs their action. Repeat this pattern until everyone has had a go.

In groups of 3 or 4, take turns to gather and release your individual superpower in slow motion (canon) to create a superhero trailer. Each person takes 3 counts to do this, then freezes.

Once all group members have completed their part, your teacher calls "play" and you do your individual superhero movement at the same time (unison). Ask your teacher to film your movie trailer.

**L1-2 YOGA SKILLS**

Yoga helps you relax and builds body awareness, control and balance. Find some space on the floor and follow the poses demonstrated by your teacher (or the video). Try to hold each pose for 3-5 breaths.

**L1-2 MIME**

To be a mime, you must focus on your breath and its connection to your movement. Follow your teacher, or the video, and practice connecting with your breath and learn the base phrase. Now you are going to break into smaller groups and become inflatable people, telling a story with your movement.

CHALLENGE: Extend the movements shown in the video. Add ideas such as walking the dog, going to sleep or reading a newspaper. Contribute 4-8 more moves and arrange these to create a short story. Add them to the base phrase.

L1-2 DO UNDO**DO**

Begin in a circle. Your teacher will tap someone on the head, which is their signal to step into the circle, create a shape with their body then freeze. One-by-one, everyone will step into the circle and add to the shape. You must hold hands with at least one other person.

UNDO

Without letting go of hands, reverse the action. Starting with the last person who joined the circle, one-by-one everyone will return to the circle by moving slowly and carefully. This is your chain reaction.





L1-2

MARVELLOUS MACHINES

In pairs, create a simple machine such as a gear, lever, chain or button. The movement must be simple and easy to repeat. Now you will join your simple machine with others to make a bigger machine. Each simple machine will move into the performance space and perform their action continuously. One-by-one, each pair travels into the space, connects to another simple machine in some way, and performs their action continuously, creating one big, complex machine.

CHALLENGES: Travel the big machine around the space without disconnecting or try to disassemble the machine, one part at a time.

L1-2

MIRROR

In pairs, stand facing each other and reach out to touch your pointer fingers together. This is the thread of continuous connection between you, like you are looking into a mirror. Explore leader and follower roles. What actions can you do? Try different levels. Make the movement very small and detailed. Make it enormous. Make it close to your body and far away. Try it with your eyes closed.

CHALLENGE: Create a clear intention: make a mural or explore a coral reef. Try connecting with a different body part: elbow, hand, foot, and see how it affects the quality of movement.

L1-2

FABULOUS FORMATIONS

A formation is the shape dancers move within. You will perform as a troupe in the Circus. Beginning in one large group, your teacher will call out a formation and a character. You must go into the space, create a part of the formation and freeze in character until the shape is established. It might be a circle formation, facing inwards as a contortionist. Or possibly a triangle formation, facing forwards as a juggler.

CHALLENGES: Spilt into 2 or 3 smaller groups and see who can achieve the shape more quickly and quietly. Try building in additional shapes and characters.

L1-2

ELECTRIC EEL

Let's create a ripple effect!

Stand or sit in 1 or 2 lines, one behind the other. Your teacher will name a body part and the student at the top of the line will perform a movement with that body part for 10 seconds. The movement passes through each person until it reaches the end of the line. The person at the end, then runs to the front and starts again using a new body part and movement. Repeat until everyone has had a turn.

WATCH OUT! Moves can be difficult to see from behind. Try something big, up high or to the side.



**L1-2 WHY WALK?**

The leader calls out
“Why walk when you can crawl!”
 and you follow. Each time they call out,
 they choose a different verb so you will
 travel around the room in many different ways;
 creep, bounce, skip, stomp or roll.

CHALLENGE: The leader adds a destination.
 “Why walk when you can stomp to the
 white board!”

L1-2 SILENT INSTRUCTIONS

This is a silent game!
 Try to follow the silent instructions
 given by your teacher or in the video.
 You might be asked to come here, go there,
 turn around, bounce on the spot, go to sleep,
 look over there, wave, shake, dig, shuffle,
 run or throw. The possibilities are endless!

CHALLENGE: You might be asked to do it
 slow or fast. Try some Auslan or change to
 a student leader.

**L1-2 SCULPTOR/CLAY**

Working in pairs of Sculptor
 and Clay, you will create characters
 that perform a story. The Sculptor
 chooses a character and creates a story
 in three parts, verbally describing these in
 stages. The Clay interprets the instructions
 as movement, without talking, and freezes
 between parts. Once all three parts have been
 created, Clay performs all parts of the story
 in the right order, without the Sculptor
 instructing them. Swap roles.

L1-2 ECHOES

Working in pairs of Director
 and Performer, you will create and
 perform simple patterns with body parts,
 without talking. Stand 1.5m apart,
 facing each other. The Director uses a finger
 to continuously trace a pattern in the air,
 which the performer must copy using a
 body part of their choice. The Performer
 will gradually make the pattern bigger, then
 smaller. Swap roles after you have created
 four different patterns.



L1-2 ACCUMULATIONS



The teacher says *"I was walking down the road and I saw...a flower"* and chooses an action to match. The students all copy the word and action. The next student repeats what the teacher said and did, then adds another word and action. All students copy this too. Everyone takes turns repeating the list, before adding their own words and actions.

L1-2 ROM



Let's play with your range of motion. You will circle, flex, extend and tilt different body parts. Stand on one spot and circle your head, shoulders, wrists, fingers, hips then ankles. Try flexing or extending these body parts. Can you move different parts at the same time?

CHALLENGE: Focus on one body zone at a time; upper body, lower body, left or right side.

L1-2 UNDER THE SEA



Stand in a "v" shape as groups of 5-6. The person at the front is the leader. Without talking, the leader slowly acts out something that can be found under the sea. Maybe it is an octopus, some seaweed or a school of fish. Everyone else must mimic the leaders' movements as close as possible. You must work together to create unison. Swap leaders.

L1-2 IMAGINE THAT



Follow along as your teacher calls out everyday actions such as bend, stretch, twist, turn. Now it's time to use your imagination. Swing like a monkey, stretch like a rubber band, bend like a tree in the wind.

**L1-2 ERROR ROBOT**

Dance like a robot.
Swing your arms, shrug your shoulders
up and down, twist stiffly left and right.
When the teachers call out "error!"
your robot malfunctions and you
must repeat whatever movement
you were doing like a glitch.
You can only return to dancing when
your teacher calls out "reboot!"

**L1-2 MOVEMENT STORIES**

You will tell a story using
movements in a particular order.
Imagine you are a trapeze artist in the circus.
You climb the ladder, reach for the bar
then swing on the trapeze. After practicing
this sequence, add to your movements
using an element of dance:
slow, heavy, fast, light, pause or sharp.

CHALLENGE: Try the same movements in
a different theme.

