

**L3-4 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.

**L3-4 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?

**L3-4 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?

**L3-4 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.



**L3-4 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.

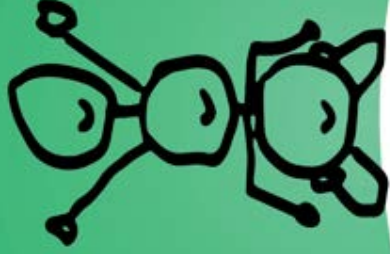
**L3-4 ZIP, ZAP**

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?

**L3-4 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.

**L3-4 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.



**L3-4 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!

**L3-4 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.

**L3-4 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.

**L3-4 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.

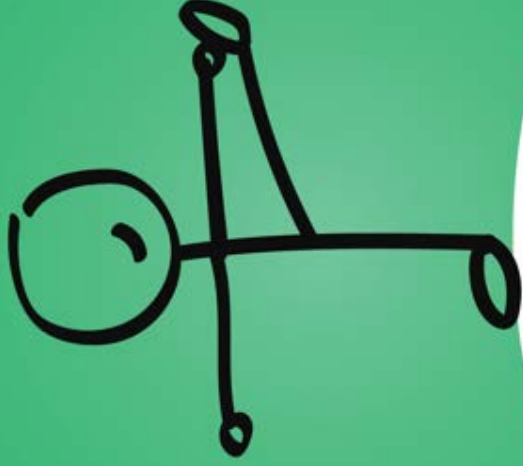


**L3-4 SUPERHERO TRAILER**

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.

**L3-4 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.

**L3-4 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.

**L3-4 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.



**L3-4 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.

**L3-4 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.

**L3-4 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.

**L3-4 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.



**L3-4 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!”

**L3-4 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.

**L3-4 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.

**L3-4 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.



**L3-4 GRAFFITI PAIRS**

Working in pairs as Artist and Paint, stand facing each other, 1.5m apart. The Artist imagines they are holding a spray can and writes their name (tag) on the wall, making the sound of the spray can. Make bold lines, small marks and shapes. The Paint mirrors the hand gestures by using their body to be the paint as it sprays. Swap roles.

**CHALLENGE:** Pick one of the tags you have practiced and stand side-by-side. You will both act as the paint, using your bodies to spray a tag on the wall in unison. Make the sound of the spray can as you do this and move sideways as you write.

**L3-4 SOLO SIGNATURE**

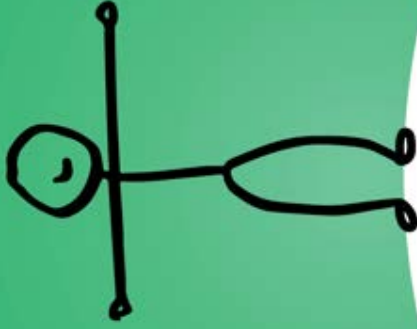
Standing on one spot, use different body parts to write your name in the air. The teacher may ask you to use your hand, your torso or your head. Try writing your signature a few different ways. Now try writing each letter of your name with a different body part. Your signature may be written above or below you, to either side and in front.

**CHALLENGE:** Write it as big as you can! How small can you make your signature? What does it look like if you write it in **BOLD**?

**L3-4 TEMPO TEST**

Can you keep to the beat? Stand in a circle facing each other and follow the movement instructions given by your teacher or the video. Tap your head 5 times, tap your shoulders 4 times, tap your knees 3 times, tap your toes 2 times, clap your hands once and say "hey".

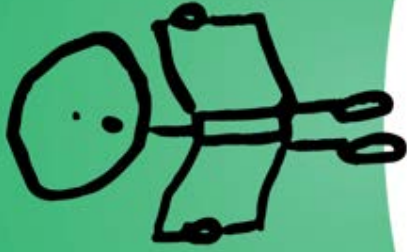
**CHALLENGE:** Try different movements such as tap your nose, shake your hips, bend your knees, or say "woo". Or pick a new choreographer to lead the tempo test. Make sure you describe the movements as you demonstrate them.

**L3-4 DUO SIGNATURE**

Working in pairs, you will learn each other's air-written signature then combine the two, to create a two-part name. Try to use different body parts for each letter or experiment with different levels. Make sure your letters flow into each other like a handwritten signature. You will then perform this in front of the class.

**CHALLENGE:** Change the direction of your writing or create a travelling signature.



**L3-4 ANIMATED POSTCARDS**

Working in groups of 6-8, you will create an animated postcard by making different shapes with your body. Your teacher chooses the destination to start. Each person creates part of the postcard before the next person adds to it. Everyone must hold their shape until the postcard is complete.

**CHALLENGE:** Remaining in groups, quietly decide on a destination and create your animated postcard for the rest of the class. Everyone must try to guess what the scene is.

**L3-4 EXTREME LIMITATION**

Stand with plenty of space around you and start by learning the phrase from the video. Practice this a few times. Now you will be given an extreme limitation and you must adapt the phrase according to this. You might have to do it on one leg, under water, or looking at one spot in the room.

**CHALLENGE:** Your teacher will pick a few students to perform their extreme limitation phrase for the class. Make sure you applaud loudly!

**L3-4 FREEZE, MELT, MOVE**

Stand with plenty of room around you. The teacher calls out movement instructions that you follow.

Upon hearing **MOVE**, create flowing movements to explore your body bubble. Wave your arms, roll your head, bend and stretch your legs.

Upon hearing **FREEZE**, you hold your position. When you hear **MELT**, slowly melt to the floor. Once on the floor, you will try to return to standing by adding different body bases that your teacher calls out.

**L3-4 STEP RIGHT UP!**

You will work in groups of 4-6 but you must be silent the whole time! As the teacher calls out a formation, your group needs to move into position as quickly as possible while only communicating with gestures. Time restrictions apply!

**CHALLENGE:** Add as many variations to the formation as you can. Or try turning it into a competition based on time.





**L3-4** LEARN THIS PHRASE  
(SUPERHEROES)

Follow the video and learn a superhero-inspired phrase! You can pretend to be your favourite superhero when dancing. Once you are comfortable with the phrase, add music.

**CHALLENGE:** Add a superhero entrance or reverse the whole dance, right back to the beginning.

**L3-4** MAGICAL TRICKS

In groups of 2-3, connect the outsides of your feet together. They are stuck like glue and must not come apart at any time in this activity. Try a couple of magical movements together like finding a coin behind an ear, or pulling a rabbit out of hat.

These movements should flow from one to the other, but make them as inventive as possible, so that they don't look like anyone else's movements.

**L3-4** 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.

**L3-4** 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.



### L3-4 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!".

### L3-4 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.

### L3-4 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.

### L3-4 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.