



Recommended Year Level: R-6 (with modifications) & 7-10 | **Duration:** 45-60 Minutes | Individual, pair or small groups (3-5)

AIM

The purpose of this activity is to create a dance / movement sequence using letters of the alphabet. Students will explore the space and travel different directions and pathways to create their own alphabetical phrase.

Resources

- ABC Activity Sheets
- Alphabet signs (*see options)
- Blue tack or adhesive tape, markers, pens
- Gymnasium / studio space
- Music - choose a song to suit your age group, style /genre
- Suggestion : Hip Hop / Country Funk
Wild Wild West by Will Smith

Learning Outcomes

- Critical and Creative thinking skills
- Spatial Awareness
- Creating movement sequences
- Making and Responding
- Fundamental Movement Skills: development of locomotor and non-locomotor movement skills
- Explore the various elements of dance

TASK

- Place Alphabetical signs (HQZ, AJS etc) in the designated areas of the space (see activity sheet)
- allocate each person, pair or group the activity sheets
- Students will choose their name or a chosen word / phrase (HARRY or CATS AND DOGS) to 'spell out' using their floor map (see activity sheet) and the alphabetical signs (see activity sheet).
- Students will notate their alphabetical sequence first using the space provided on the activity sheet. i.e. HARRY equals FRONT LEFT CORNER, FRONT, CENTRE, CENTRE, LEFT SIDE)
- Now they have a map of where to move, students will select movements to be performed in each area (i.e Swing, Run, Bob, slide, spin, walk etc).
- **REMEMBER:** students must include 'travelling steps' to move between the areas.
- Once students have had time to create their movement sequence (10-15 minutes) let them rehearse to the chosen song, using the appropriate dance style.

Performance / Reflection

Once students have developed their movement sequence and rehearsed to the music, you may choose peer to peer performance in class. Students can write their own reflections in a journal or note book: What did I learn today? What worked well and what didn't? How can I improve next time? For peer or group reflection: What did you see? What was happening during the performance? What worked well? What could be improved?

NOTES

- To cater for differentiation, challenge your students to incorporate various choreographic devices: cannon, levels, unison, repetition and use various Elements of Dance (TIME, ENERGY, BODY, LEVELS)
- **OPTION:** Modify this activity to suit the developmental age of your students. Consider using symbols, shapes or numbers instead of alphabetical letters with primary students. You may also need to designate the sequence of the symbols, shapes or numbers to each group or pair of students.
- Place pictures of the symbols or images or numbers in the designated spaces of the room to replace the alphabetical letters.
- I would also recommend reducing the size of your space for this activity to 4 or 5 areas instead of the 9 areas for younger students or if you have time constraints.
- This activity can also be conducted over a series of shorter lessons.