



Recommended Year Level: 5-6 & 7-10 | **Duration:** 45-60 Minutes | 6 x Small groups (3-5 people per group)

AIM

The purpose of this activity is to provide students with a structure and framework for creating their own choreography and movement sequences using a rubic's cube.

Resources

- 6 x Rubic's Cubes (1 per group)
- 1 x A3 size poster with 9-square grid (see activity sheet)
- 6 x A3 posters colour-labelled:
WHITE, RED, BLUE, ORANGE, GREEN, YELLOW
- Coloured markers
- Gymnasium / studio space
- Music - suitable to your chosen genre / style / Age group
Suggestion: Hip Hop: *Reverse by Sage the Gemini*

TASK

- Arrange students into 6 groups (approx. 3-5 people per group).
- Allocate one of the 6 x A3 Posters WHITE, RED, BLUE, ORANGE, GREEN, YELLOW to each group.
- Each group will write down a list of at least 8 movements on the A3 poster (let them be creative to an extent).
- Teacher will collate the 6 x posters and place them where everyone can see the movement lists.
- Next - allocate a rubic's cube to each group.
- Students will take turns at twisting & turning the tiles of rubic's cube (approx. 6 shifts) until everyone has had a turn.
- Roll the rubic's cube and let it land face up so that the coloured sequence can be seen by everyone in the group.
- Allocate a 9-square grid to each group & write the name of each colour as you see it on the rubic's cube in each grid box.
- Next - use the colour - labelled sheets and choose one movement from the list to place in each square of your grid.
- Students will now have a completed grid with each box representing a colour and movement.
- Now comes the fun part! Each group will now switch their grid with another group so they have a new grid to work with (*what? wait? noooo!*). Groups will now examine their new movement grid and have the option to switch out any movements they want to change by selecting a new movement from the designated colour list (2 - 3 changes max)
- Students will now have a framework to create their own dance / movement sequence.
- Play your chosen song to the class and give them time to create and rehearse their dances in their groups.

Performance / Reflection

Students can perform their dances in class - peer- to - peer. During a groups performance you can refer to the grid sheet they used to establish their dance sequence. This let's students know what they can be looking for as they watch the performance. Ask questions for discussion: What did you see / notice? Did the group use all of the movements from their grid? What worked well? etc. A reflective journal can also be used if part of a larger unit of work.

NOTES

- Always check that students make appropriate movement choices when creating the colour lists and their own choreography!
- This activity is great for linking in movements or dance styles that you may have explored in previous lessons.
- Differentiation strategies - challenge your students to incorporate the different elements of dance and / or choreographic devices.
*As applicable to the developmental age of your students and curriculum outcomes.