

# Dance, Dance, Dance

## Early Phase of Learning (P- 3)

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### Focus

### PHYSICAL ACTIVITY

### Student Task

Students will organize and participate in a dance-a-thon. They will identify different forms of dance such as ballet, line dancing and modern dancing and gather information such as origin, traditional costume, equipment needed, music and dance steps. They will learn a selection of dances to be performed during the dance-a-thon.

### Key Learning Concepts

- Demonstrate understanding of the benefits of dance as a form of physical activity.

### Procedures

#### Motivation

Show a recording of a popular dance show, such as “Dancing with the Stars.”

#### Development

##### 1. Identify different types of dancing.

###### Task

As a class, discuss different types of dancing. Make a list of these dances. Teachers can introduce and briefly describe any other dances not known by the students.

##### 2. Discuss characteristics of different dance styles.

###### Task

Discuss the characteristics of different types of dances. Practice some dance moves from a selection of dance styles. Research music and traditional costume designs for each dance style. The teacher will assign a dance to small groups of students to research for a dance-a-thon.

##### 3. Review the benefits of physical activity.

###### Task

As a class, write a list of the benefits of being physically active. Discuss dancing as a form of physical activity – including the issues already discussed in class, e.g., which body parts are involved, speed of dancing, duration of dances.

##### 4. Plan and organize the dance-a-thon

###### Task

As a class, identify and list things that will be required for the dance-a-thon. Decide on a date, time, and place to hold the dance-a-thon. Invite family, friends and other students to join the dance-a-thon.

##### 5. Participate in the dance-a-thon

### Task

In groups, students must teach their dance to the rest of the class, to the best of their ability. They must then lead the class through their dance in the dance-a-thon. Each group will introduce their dance giving some information about it. Each student should be given the opportunity to speak if possible. Encourage students to involve the audience. Each group must lead the rest of the class in their dances, during final dance-a-thon. If possible, video\* or photograph the dance-a-thon for students to view afterwards.

### Conclusion

As a class, review the dance-a-thon event. Watch the video\* or look at photos of the dance-a-thon. If possible, create a display of photos from the event.

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**\*Please refer to Education Queensland's *Code of Conduct* and *Student Protection* guidelines prior to video recording of photographing students.**