

Action Cards

Equipment

- > Dance action word cards (see below). These are also available online at: www.sportnz.org.nz/ras

Notes

- > This activity was developed by Ruth Hooke, Dance Adviser, Wellington.

Achievement objectives

- > Identify and explore through movement the dance elements of body awareness, space, time, energy and relationships. (Practical Knowledge Level 2)
- > Select, combine and use elements of dance to develop ideas. (Developing Ideas Level 3)
- > Share dance through informal presentation and describe how dance expresses ideas and feelings. (Communicating and Interpreting Level 2)

Learning outcomes

- > Express a range of word stimuli as locomotor and non-locomotor actions.
- > Sequence actions.
- > Teach action sequences.
- > Perform action sequences.
- > Develop and perform action sequences from brainstormed ideas.

Suggested assessment

- > Provide another word such as 'over', 'time' or 'up'.
- > Create a sequence in pairs. Then teach the sequence to another pair.
- > Use the earlier established success criteria to peer assess how well actions were sequenced and taught. Give a star rating out of 10 or make a relevant comment.



Teaching and learning

- > Share learning intentions with students and together discuss success criteria.

Warm up

- > Move freely in space, respond immediately to word called from cards e.g. shiver, twist, spin.

Respond to action cards

- > Spread cards out around room.
- > Each person stands by a card and performs action.
- > On drumbeat, move to next card and perform action.
- > Make action as big as possible and, alternately, as small as possible.
- > Choose three cards:
 - Students create a sequence linking the three moves. Include a moment of stillness.
 - Students practise their sequence until familiar with it.
 - In pairs, teach each other the sequences.
 - Combine sequences and practise.
 - Perform to class.
 - Class gives feedback.

Developing a dance from a single word (Levels 3 and 4)

- > Brainstorm the word 'under'. On a board, list ideas such as undercover, underwear, underwater, underground, undertaker, underscore, underpin and understand.
- > In groups of four, select four 'under' words and create a sequence with locomotor and non-locomotor movements. Link the actions so they flow from one to the next. Perform to class and have students guess the 'under' words they have shown.

What next?

- > Students write down the sequence and give these instructions to another group to interpret and 'dance'.

Dance action words cards

Press

Roll

Turn

Collapse

Shimmy

Explode

Leap

Crawl

Twist

Rise

Creep

Jog

Sway

Bounce

Shake

Flop

Punch

Float

Rotate

Quiver

Twirl

Flutter

Thrust

Circle

Freeze

Jump

Shiver

Slide

Dodge

Jiggle

Hang

Drop

Lunge

Stamp

Skip

Melt

Sink

Swing

Slither

