# Splish splash

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In Splish splash students respond to the stimulus of water to create dance movements and sequences, individually and collaboratively. Throughout the sequence of lessons they develop body skills, expressive movement quality and imagination in using the elements of dance.

## Lesson 1 – bubbles

Float, freeze, pop! Bubbles leads students through movement activities that investigate the use of contrasting body shapes.

## Lesson 2 – creatures of the sea

Each student chooses one form of sea life as a stimulus for the creation of movement.

## Lesson 3 – rivers, creeks and waterfalls

Students learn to move in new ways by using different parts of the body to initiate movement along a pathway through the space around them. These movements reflect the movement of water in rivers, creeks and waterfalls.

## Lesson 4 – water, water, everywhere

Students closely observe the quality and movement of water and use their whole body to swish, swirl, trickle, flow and pour.

## Lesson 5 – people and the sea

The beach is the stimulus for this lesson. Students learn a teacher-directed sequence, and then explore the movements of the waves.

## Lesson 6 – moving in the water

As a “summary” of dance activities in this unit, lesson 6 develops and sequences thematic, movement and composition ideas that have been explored in previous lessons.

## Outcomes and indicators

In the lesson programs, a sample indicator is sometimes applicable to two outcomes, for example Performing (P), Composing (C) or Appreciating (A) (Creative Arts); Dance (DA) or Moving (MO) (PDHPE). The double-coding (for example P, A) is used to show the integral relationship between the outcomes. Lesson numbers are referred to as L then the number of the specific lesson, for example Lesson 1 is L1.

Outcomes and other syllabus content referenced in this document are from:

* [Creative Arts K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2006
* [Personal Development Health and Physical Education K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-6-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2007

### Creative Arts

#### Performing DAS1.1

The student: performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.

Students might:

* investigate personal and general space (L1)
* show imagination in selecting movement to develop and perform a sequence (L2)
* move continuously with sustained and smooth qualities (L3)
* perform whole-body movements to express intention (L4)
* learn and perform a teacher-devised sequence based on swimming movements (L5)
* work collaboratively with a partner to explore and select movement ideas (L5)
* perform expressively with awareness of other dancers, timing and overall structure of the dance (L6).

#### Composing DAS1.2

The student: explores and selects movement using the elements of dance to express ideas, feelings and moods.

Students might:

* create and perform actions to describe the movement and quality of a bubble (L1)
* create movements based on the theme of sea creatures (L2)
* show imagination in selecting movement to develop and perform a sequence (L2)
* explore a variety of pathways using different body parts
* experiment with different actions and qualities to represent a theme
* explore movement qualities that reflect the theme of water
* work collaboratively with a partner to explore and select movement ideas, using the elements of action and space (L5)
* identify the beginning, middle and end of their composition (L6)
* consider the use of level and space in a group composition (L6)

#### Appreciating DAS1.3

The student gives personal opinions about the dances and their purpose that they view and/or experience.

Students might:

* talk about ideas and feelings related to the movement (L1)
* demonstrate and share their sequence with others (L2)
* reflect on their movement exploration through drawing (L4)
* identify the beginning, middle and end of their composition (L6)
* consider the use of level and shape in a group composition (L6)

### PDHPE

#### Dance DAS1.7

The student: performs simple dance sequences incorporating basic movement skills and patterns.

Students might:

* follow and repeat simple movement skills and patterns (L1)
* combine movement to develop a short sequence (L2)
* perform locomotor skills at different speeds and levels (L3)
* experiment with different actions and qualities to represent a theme (L3)
* perform simple dance sequences related to a specific theme, for example bubbles and water (L4)
* show movements with various parts of the body in response to words and music (L5)
* consider the use of level in a composition (L6).

#### Moving MOS1.4

The student: demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

Students might:

* repeat movements to form a sequence (L1)
* experiment with different actions and qualities to represent a theme (L2)
* explore a variety of levels to travel, for example low, medium & high (L3)
* perform movement with whole body (L4)
* create movements based on a theme (L5)
* demonstrate and show their sequences with others (L6)
* identify the beginning, middle and end of their composition (6)

## Lesson 1 – bubbles

### Sample indicators

Students might:

* create and perform actions to describe the movement and quality of a bubble (C)
* investigate personal and general space (P,C)
* talk about ideas and feelings related to the movement (P)
* follow and repeat simple movement skills and patterns (DA)
* repeat movements to form a sequence (MO)

### Resources

* Equipment to make bubbles: water and detergent, bubble pipe, funnels, straws, paper cup with a hole in the bottom

### Language

Bubble, space, float, slow, pop, freeze.

Table 1 – the learning experiences and teaching notes for lesson 1

|  |  |
| --- | --- |
| Learning experiences | Teaching notes |
| Using a mixture of water and detergent (or commercially made bubble preparation), students experiment with bubble blowing. They observe the shapes made and watch for the change in dynamics from forming through floating to popping.Students find their own space. Have them stand with their feet apart. Ask them to reach above their head, in front and behind as far as they can without leaving their spot. Tell them that this is their own personal bubble of space, and that they must try to keep the bubble around them at all times during this activity.Have them explore their bubble while standing still, and then while moving about the room. Remind them to keep within their own space, and not move into anyone else’s space.Develop a simple movement sequence which can be repeated, for example form the bubble (4 counts), float (4 counts), turn slowly (4 counts), pop and freeze (4 counts), form the bubble (4 counts), float (4 counts), turn (4 counts).ResourcesBubble making resources. | Blowing bubbles tends to be a very exciting activity and requires careful thought in managing the group. It is useful either to control who and how many will use the bubble blowers or to provide enough blowing implements for everyone. A good way of exploring personal space is to use lengths of elastic (around 2 metres, ends tied to make a band). Ask selected students to explore the shapes they can make using the elastic, stretching it with hands, feet, head and other body parts.Reinforce the rule:Keep a small bubble of personal space around you (don’t touch anyone else) |
| Perform this sequence as a class, with teacher counting out loud at first. Once the pattern is established, introduce quiet music.ResourcesAmbient music. | Choose music that is appropriate for the students but is peaceful and appropriate for bubbles, for example relaxation music or music from Swan Lake/Nutcracker (Tchaikovsky) for example. |
| Divide class into 4 groups. Perform the sequence like a round or canon, for example group 1 begins and after 4 counts, group 2 begins etc. Alternatively, number students 1-4 randomly around the class. Have all of the 1s begin together, then after 4 counts, all of the 2s. | Either of these alternatives is a good way of performing in small groups. |
| To conclude the lesson, have students sit or stand in a circle, facing inwards. They pat a balloon from one to the other, around the circle, trying not to let it fall to the floor. As the balloon rises, ask students to make a soft sound, rising to a high note, and falling to a lower note as the balloon falls. As students pat the balloon, they should make a popping sound | This activity needs perseverance and is best done indoors. Once the students are able to coordinate movements so that the balloon moves around the circle, then introduce the sounds to accompany the movement.Students may be seated in a circle on the floor for discussion and reflection |
| Class discussion:How did it feel to float?How did the movements change from forming, floating and popping?What colours are there in bubbles?Can you think of a costume for a bubble dance? | ExtensionStudents draw their ideas for a bubble dance costume. Ask them to think about colours, shapes, textures and materials. Display the designs around the room |
| As a final relaxation and cool-down, ask students to lie on their backs and close their eyes, tensing parts of their body as you mention them, then relaxing all body parts when you say “relax”. Ask them to get into the position they usually sleep in. Tell them that when you tap them on the foot, they should get up silently and tiptoe to put on their shoes and sit down at a designated spot in the room |  |

### Elements of dance

#### Action

* Make body shapes.

#### Space

* Perform with awareness of personal space.
* Perform with awareness of general space.

#### Time

* Duration: perform movement over specific counts.

#### Dynamics

* Explore movement quality related to a theme.
* Contrast movement quality.

#### Assessment

Were the students able to:

* combine actions to perform a short sequence?
* demonstrate the qualities of a bubble in their movement?

## Lesson 2 – creatures of the sea

### Sample indicators

Students might:

* create movements based on the theme of sea creatures (C)
* show imagination in selecting movement to develop and perform a sequence (P,C)
* demonstrate and share their sequence with others (A)
* combine movement to develop a short sequence (DA)
* experiment with different actions and qualities to represent a theme (MO)

### Resources

* Underwater coral reef documentary, which shows a variety of sea life (optional).
* Pfister, M. (1992). The Rainbow Fish, North-South Books, New York and London.

### Language

Sea life, creature, level, movement pattern, shape, body part.

Table 2 – the learning experiences and teaching notes for lesson 2

|  |  |
| --- | --- |
| Learning experiences | Teaching notes |
| View video excerpt from a coral reef documentary. Class brainstorms which creatures live in the sea. Discuss the different ways sea creatures move.ResourcesCoral reef documentary. | Select a 3-5 minute segment, which shows a variety of sea life |
| Students warm up their bodies using the movement activity where they move in their own personal bubble of space, as in the previous lesson. Students move on the spot as though:they are moving through honeytheir hands and feet are joined by elasticthey just got out of bedthere is mud up to their kneesthey are on a hot roadthey are moving through water. | Reinforce the rule:Keep a small bubble of personal space around you (don’t touch anyone else)Watch students carefully: highlight examples of movements that express the idea well. |
| Using appropriate music, students move around the space exploring high, medium and low levels, imagining they are creatures that live in the sea.Each student chooses to be one creature and moves around the space as that creature.Teacher selects students to demonstrate their movements. Ask other students to identify the creature.ResourcesAmbient music, for example The Aquarium (saint Saens). | Encourage students to use high, medium and low levels, and as many body parts as possible.Ensure bottom dwellers/feeders, surface dwellers/feeders, amphibians and creatures that live below the surface are represented. |
| Students in pairs choose one form of sea life and create a short movement pattern, based on the movement of their selected creature and repeat several times.Join together two sets of pairs to form a group of four. Each pair teaches the other pair its movements; the group then combine the two sets of movements:in unisonin canonin pairs.Each group performs for the rest of the class.ResourcesMusic as above. | Ensure the students have adequate space and are clear of behaviour expectations. |
| Class discussion:What parts of the body did this group mainly use?What did you like best about their movements?What interesting shapes did they make? | Encourage comments about:use of levelsstarting and finishing positionsrelationship between the positions of the students.(For example, did you notice the way X used his arms to; It was interesting the way started at a low level then moved to a higher level. Did you notice any other groups doing that?)ExtensionStudents draw themselves performing as their sea creature |

### Elements of dance

#### Space

* Use contrasting levels.

#### Dynamics

* Explore movement quality related to a theme.

#### Relationships

* Relate to others while performing (dancing in pairs and small groups).

#### Structure

* Sequence movements.

#### Assessment

Were the students able to:

* develop and perform actions representative of sea creatures?
* create a short sequence of movement?
* work cooperatively to join sequences?
* describe the 3-dimensional aspect of their personal space?

## Lesson 3 – rivers, creeks and waterfalls

### Sample indicators

Students might:

* explore a variety of pathways using different body parts (C)
* move continuously with sustained and smooth qualities (P)
* experiment with different actions and qualities to represent a theme (C) (DA)
* perform locomotor skills at different speeds and levels (DA)
* explore a variety of levels to travel, for example low, medium & high (MO)

### Resources

* Posters or pictures of rivers, creeks and waterfalls.
* Long ribbons (1m or longer, on sticks like apparatus for rhythmic gymnastics or hand-held).
* Scarves or pieces of soft fabric.

### Language

Pathway, curving, low, medium, high, smooth, fast.

Table 3 – the learning experiences and teaching notes for lesson 3

|  |  |
| --- | --- |
| Learning experiences | Teaching notes |
| Students find their own “bubble of space” (see Lesson 1).The River: Teacher instructs students to:slowly make a bridge over the [local name] river (move the body into an arch shape, with hands and feet on the floor)slowly make a flat bridge over the river (push-up position)slowly put your nose in the river (kneel, with bottom on heels, arms extended forward along the floor, head down)slowly come up for air (kneel upright, extend arms over the head and look to ceiling with the chest open). Repeat.Students view pictures of rivers, creeks and waterfalls. Discuss ways that water travels on the earth – big and small rivers, creeks, fast and slow, rapids, stormwater, floods, gushing, trickles, waterfalls.ResourcesImages. | This activity needs to be done in a large clear space to avoid collisions. If working in a classroom, students could move outside for this part of the lesson then return inside for the remainder of the activities.Safe dance tips:Engage the stomach muscles throughout this exercise.Each position should be held for around 8 counts, and performed slowly and gently |
| Students use different body parts (for example right hand, left foot, ear, knee, hip, nose) to make in the air a pathway of a slow, winding, wide river.Students sit, kneel or stand and explore curving pathways with hand, ear, foot, knee, hip, and nose.ResourcesMusic. | Allow time for exploring the different speed, force and direction of the actions. |
| Using ribbons or soft scarves students explore curving pathways (on the spot and moving around the room).Each student selects 2 different body parts: they make slow, curved pathways with the first body part and quicker, rippling pathways with the second body part.In pairs, students mirror each other’s movements very carefully. Ask students to perform the movements at a low, medium and high level. They perform the same movements, but facing away from each other, at different levels, fast and slow, smooth and jerky, etc.In 4 pairs at a time they perform their movements for the class. After each performance, briefly discuss the movements and how it made the dance look different.ResourcesScarves, ribbons. | Collect ribbons and scarves at the completion of this part of the lesson to avoid children focusing on the fabric rather than on their body movements.Encourage the use of the floor. Encourage students to experiment with different energy levels, speeds and different-sized movements.Encourage students to remember patterns of movement that they like, so that they can perform them for the class. They need to rehearse the movements several times, changing the movements if necessary, so that they are happy with the finished product.Conclude the lesson with relaxation (see Lesson 1). |

### Elements of dance

#### Action

* Perform using different body parts.

#### Space

* Explore pathways through 3-dimensional space.

#### Time

* Move in time with others when mirroring actions.

#### Dynamics

Perform movements demonstrating awareness of the contrast between forceful and gentle movement qualities.

#### Assessment

Were the students able to:

* perform using a variety of pathways?
* apply different qualities to their movement?
* communicate the theme through action and quality?

## Lesson 4 – water, water, everywhere

### Sample indicators

Students might:

* explore movement qualities that reflect the theme of water (C)
* perform whole-body movements to express intention (P)
* reflect on their movement exploration through drawing (A)
* perform simple dance sequences related to a specific theme, for example bubbles and water (DA)
* perform movements with whole body (MO)

### Resources

* A variety of water containers, for example ladles, eye-droppers, empty margarine containers, buckets etc.
* Water (ink could be added to create different colours)
* Rainmaker (for extension): Use a cardboard cylinder (post pack, foil or wrap). Seal one end and place two handfuls of rice, lentils or beans inside and seal the other end. Tip from one side to the other to create sounds

### Language

Flowing, trickling, dripping, gushing, pouring, swishing, swirling.

Table 4 – the learning experiences and teaching notes for lesson 4

|  |  |
| --- | --- |
| Learning experiences | Teaching notes |
| In groups of 6, students use small containers (for example plastic cups, eye-droppers, shallow trays or buckets), to pour, ladle, etc. water. They observe the flow and pattern of movement of the water.Create a word bank of terms associated with the movement of water, for example trickling, dripping, gushing, pouring, slopping, swishing, swirling, etc.Discuss places where water moves, for example rivers, waterfalls, creeks, drains, the beach, down the plug hole, out of a tap, rain from the sky, out of a sprinkler.ResourcesSmall containers and water.Resources to create word bank. | This activity is best done outside or in a wet area away from the dance space so that wet floors will not create a risk of injury when dancing.Make a clear list of words and display for easy reference. |
| Students explore ways of moving the whole body to represent how and where water moves.Each student selects 2 different places where water moves, for example a fast river and a trickling creek. They find ways of using their whole body to show the movement of the water.Divide the class in half. One half demonstrates their movements whilst the other half observe. Teacher encourages comments about the movement qualities. Ask students to identify movements which reflect the word bank. Repeat with other half of class. | Encourage students to use all parts of their body, including their torso, and to explore high, medium and low levels. You may need to specify two locations where water moves, for example a bath with the tap on full and water dripping from a tap which hasn’t been turned off properly. Encourage students to consider contrasting types of movement, for example dripping and pouring. |
| Students form a circle standing and facing inwards. One student makes a flowing movement with a particular body part (for example elbow) and, when finished, turns to face the person on the right. The next student makes his or her own flowing movement with a different body part and so on around the circle.Students use crayons to draw water moving in different ways. Display and discuss drawings, giving students an opportunity to describe the similarities between their movements and drawings. | ExtensionListen to the sound of a rainmaker and discuss its qualities. Ask students to suggest movements which suit the sounds.In groups of 3, make a pattern of movement in response to the sound of the rainmaker, moving from a low level, through a middle level and rising to a high level. Reverse. Each group demonstrates the movement pattern created.Rain game: Students sit in a circle. Using body percussion, they make sounds representing an approaching rainstorm reaching a climax and dying away. In groups of six, they find ways of using different body parts to make percussive sounds. In the same groups, they devise movement patterns based on a storm that follows the sounds created. |

### Elements of dance

#### Action

* Perform, using the whole body.

#### Dynamics

* Explore and perform contrasts in movement quality.

#### Relationships

* Perform movements that flow from one person to another.
* Assessment

Were the students able to:

* Move in a variety of ways to reflect the movement of water?
* Perform movement with their whole body rather than isolated parts?
* Draw comparisons between visual and movement responses to the water stimulus?

## Lesson 5 – people of the sea

### Sample indicators

Students might:

* learn and perform a teacher-devised sequence based on swimming movements (P)
* work collaboratively with a partner to explore and select movement ideas using the elements of action and space (P,C)
* show movements with various parts of the body in response to words and music (DA)
* create movements based on a theme (MO)

### Resources

* Pictures, postcards, posters of the sea, showing people using the sea for a variety of ways, for example fishing, sailing, skiing, swimming, diving, surfing, wind surfing. (Personal photos from students would be very appropriate.)
* Music: Beach Boys-style music

### Language

Mirror, pathway, shape, body part, level, speed floor, pattern.

Table 5 – the learning experiences and teaching notes for lesson 5

|  |  |
| --- | --- |
| Learning experiences | Teaching notes |
| Brainstorm with students the ways in which people use the sea (use stimulus material outlined in Resources section). | The students’ own holiday photographs would be most appropriate. |
| Students move around the space. Call freeze to cue them to stay where they are.Call the instruction reach for... with your... . Students slowly stretch the nominated part of their body as far as they can towards the nominated subject (for example reach for the ceiling with both hands, reach for the floor with your shoulder).After they have completed and held each stretch for several seconds, instruct them to move off again around the space.Continue until all parts of the body have been stretched |  |
| Teach students a short sequence of swim-like movements, for example:(counts 1, 2, 3, 4) Starting position: stand with feet apart, hands by sides. Extend one hand at a time, at shoulder height, arms curving over shoulders in a slow freestyle movement (right, left, right, left)(counts 1, 2) Hold the nose with left hand, raise right arm above head and wiggle down to the floor, being careful to maintain balance. Stand up.(counts 3, 4) Repeat with opposite arm.(counts 1, 2, 3, 4) Standing, make backstroke movements, rolling right arm first, then left, right, left.(counts 1, 2, 3, 4) Two slow breast-stroke arm movements.Repeat the whole sequenceResourcesBeach Boys music or similar. | Any Beach Boys-style music would be appropriate.Ensure that instructions are clear and that each step of the movement sequence is rehearsed several times before moving on to the next.Rehearse without the music first, at a slower speed, then introduce the music. You may wish to have students clap to the beat of the music before performing the actions |
| Beginning with the right arm, one student leads, making very slow movements that reflect the waves. The partner carefully mirrors the movement. Swap roles. Encourage students to explore different shapes and pathways. Using the left arm, create slow, swimming-type movements.ResourcesMusic. | Students may stand side by side, facing each other, back to back or on different levels to perform their movements |
| In pairs, students develop movements, using:different body partsmore than one body partsymmetrical shapes and movementsdifferent levels (for example one standing, one sitting)mirrored movements with different body parts (for example, mirror a hand movement with a foot). | Some students may find this difficult, and will need guidance to complete the task. |
| Students reflect on the lesson’s focus by responding to music and moving around the space using different levels, body parts, speeds and floor patterns. Encourage students to repeat actions that they enjoyed performing | Encourage students to express the music through their movements (with the ways we use the sea in mind). |

### Elements of dance

#### Action

* Perform using different body parts.
* Perform using symmetrical shape and movement.

#### Space

* Perform using different levels.
* Explore floor pattern while moving.

#### Time

* Perform with an awareness of the beat of the music.
* Perform at different speeds.

#### Structure

* Awareness of a sequence of movements.

#### Relationships

* Move in relation to others
* Perform a sequence in a group

#### Assessment

Were the students able to:

* Replicate movement learned in the sequence and perform to a count?
* Understand and apply some aspects of the elements of action and space to their movement explorations?
* Perform the movements learned, demonstrating preferences for particular movements?

## Lesson 6 – moving in the water

### Sample indicators

Students might:

* identify the beginning, middle and end of their composition (C,A) (MO)
* consider the use of level and shape in a group composition (C,A) (DA)
* perform expressively with awareness of other dancers, timing and overall structure of the dance (P)
* demonstrate and show their sequences with others (MO)

### Resources

* Selected tracks from Philip Glass, Dance Pieces (optional)
* The Piano or Out of Africa soundtrack (optional)

### Language

Reinforce the use of vocabulary used in lessons 1-5.

Table 6 – the learning experiences and teaching notes for lesson 6

|  |  |
| --- | --- |
| Learning experiences | Teaching notes |
| Students brainstorm how people, creatures and objects move in the water, for example people moving on or above the surface of the water, boats moving at a shallow level in the water and creatures moving deep under the water.Each student selects a level (high, medium, low). Each student explores the different ways of moving on the spot and travelling around the space at this level.ResourcesMusic (optional). | By this stage of the unit, students should have a wide range of stimulus material for movement ideas. If necessary, prompt with references to previous lessons.Music is optional |
| Students form small groups of 3 or 4. Students in the group each demonstrate their movements and create a short movement sequence (about 30 seconds in duration). | Allow students time to talk and explore different ideas. This tends to be a noisy, chaotic but productive part of the lesson |
| Groups perform their individual sequences in a predetermined order. They must decide on a clear starting position that uses various levels and body shapes within the group. Consider the finishing position and freeze at the end of the movement sequence.Students perform the sequence one group at a time. Draw attention to the elements of the sequence (for example the way the group used different levels, the way individuals have used different body parts, the way the group used the space around them and the way they made patterns across the floor).ResourcesMusic. | Suggested music for this part of the lesson includes:For example, Music by Philip Glass, Dance Pieces or The soundtrack from The Piano or Out of Africa.Encourage audience etiquette by reinforcing the need to watch each performance in silence, giving the performers complete attention.Position the groups in different parts of the room and decide the starting cue (for example, simultaneously, one after the other, and so on).ExtensionExtend the development section across several sessions, for students to refine the movement sequence and combine with other groups to create a whole-class performance |

### Elements of dance

#### Action

* Perform a variety of actions based on the stimulus of water.

#### Space

* Use interesting pathways in the dance space.
* Explore levels.

#### Dynamics

* Change dynamics within the movement sequence.

#### Relationships

* Relate to others in the group.

#### Structure

* Plan an individual movement sequence.
* Plan a group movement sequence.

#### Assessment

Were the students able to:

* Work together in groups to create and present a short movement sequence?
* Demonstrate an understanding of use of levels?
* Give a personal response to the dances made by others?