

BLOCK 2: MUSICAL AWARENESS

Musicality is important for dancers. While it's the focus of this block of learning, musical awareness should be consistently reinforced and developed throughout the year. Students become better dancers when they are exposed to musical knowledge from a young age.

This block explores musical awareness through focused exercises, such as 'Music Makers club', as well as developing Block 1 content through overlaying musical concepts and skills, such as:

- counting, clapping or marching in time with the music
- listening to and matching simple rhythms
- matching movements to different tempos and time signatures
- adjusting movement quality to match the music

Learning Outcomes for Three Year Olds

Count in time with music	<ul style="list-style-type: none"> • count in time with the music • count 1-2-3 during rocking/temps lie exercise
Move in time with different tempos	<ul style="list-style-type: none"> • clap and tap in time with music • use instrument to keep the beat • match dance movements to tempo (e.g. slow, fast)
Explore rhythms and time signatures	<ul style="list-style-type: none"> • move to 3/4 time signature during rocks/temps lie • use instrument or clap to keep a range of simple rhythms • dance to different time signatures
Explore relationship between music and movement	<ul style="list-style-type: none"> • learn about sharp or strong movements in contrast to smooth or light movements • match movement quality to music • match movement levels to music pitch

Variations on Block 1 content

Circle dance	Play simple rhythm with musical instrument before taking turn.	p. 3
Balloon Garden Demi-Plié	Demi plié, then pick up balloon and hold low, medium, high.	p. 5
Paint Piqué	Use original music, then repeat with faster music track.	p. 6
Kooka Kangaroo Jumps	3 x parallel jumps, 1 x jump parallel 2nd (3 x together, 1 x apart).	p. 11

New Exercises in Block 2

NEW!

Music Makers Club	Play musical instruments while exploring simple rhythms.	p. 4
Sneaky Bunny Bounces	Bounce like bunnies trying to sneak into the veggie patch.	p. 8
All Aboard the Marching Train	Develop timing skills and learn to following the leader like a train, tapping different body parts at different 'stations'.	p. 9
Seeds & Sunflowers	Walk in straight and circular pathways to plant seeds, water them, and grow sunflowers.	p. 10
Marching Band Practice	Our marching band can march and play instruments in time, but we need to practice how to stand in lines.	p. 12
Creative Movement	Explore concepts of tempo, level, and direction each week.	p. 13-14

Block 2: Musical Awareness		Abbreviations: PL - parallel PDB - part de bras R - right L - left RPT - repeat all - alternating app - opposite									
Exercise		Pg #	Music	Props	Week 1	Week 2	Week 3	Week 4	Week 5		
Warmup											
Warm Up Dance Teacher's choice of movements (marching, tapping, shake body parts, in/out of circle, move at high/low levels), with focus on counting, timing & tempo.	3	KIDS #1	--	Same	Same	Same	Same	Same	Same		
Circle Dance Play a simple 4-beat rhythm on an instrument before taking their turn around the circle. Return to place, pass instrument to next dancer.	3	Teacher's Choice	1 x musical instrument (different each week if available)	Introduce 4 beat rhythm with maraca	Same, using different instrument if available (eg. castanets)	Same	Option: play triplet rhythm using different instrument (eg. rhythm sticks or bells)	Same: instrument of choice			
Music Makers Club 1/2 notes (1, 2, 3, 4) / 1/4 notes (1, 2, 3, 4) / 8th notes (1, 2, 3, 4, 5, 6, 7, 8)	4	KIDS #3	1 x musical instrument p/student	Introduce	Option: play instruments side to side or in circular pathways	Option: try "magic #1" - all students play instrument once on count 1.	Same	Same			
Wish Upon A Star Stretch, reach to pick star, place by toes. RPT. 8 x flex & stretch. Walk fingers down legs to pick up star, rub hands, throw in air w/ loose 5th PDB.	5	KIDS #3	--	Same	Same	Same	Same	Same			
Underwater Explorers Look R/L, tilt head R/L, 2 x look up & down, mime diving gear on, dive into lake, 4 counts swim, 4 counts rest RPT. Mermaid tail x 4, get out of water.	5	KIDS #5	--	Same	Same	Same	Same	Same			
Animal Stretches Cat stretch, tiger crawls, crab lifts, starfish sway and stretch, cocoon rolling up into butterfly wings, fly like butterfly, fish resting on a branch.	5	MATZ #3	--	Same	Same	Same	Same	Same			
Balloon Garden Demi-Pilés Blow up balloons, PDB low, med, high, open. RPT all. Wave goodbye to balloon.	5	KIDS #10	--	Same as Block 1w/ tempo focus - exhaling 2 x slowly, then 3 x quickly to blow up balloon	Introduce Block 2 Balloon Garden pile	Same	Same	Same			
Sandcastle Tendu 3 x tendu LR, L, R, 3 x brush sand off. RPT tendus LR, L, and 3 x brush sand off. PDB side to side. Tip toe around slow. RPT all, tiptoeing quickly around sandcastles.	6	KIDS #9	--	Same, tiptoe slowly around sandcastle the first time, then quickly the second time.	Same	Same	Same	Same			
Pointé Plaque (slow & fast) 4 x R pointé onto LNI, mat, step parallel. 2 x hand wiping motions to wash hands. RPT 3 more times alternating legs each time. Do exercise once with slower track, then again with faster track.	6	ENCH #13	• 1NI Mats	Same (slow track only)	Same - slow and fast tracks	Same, slow and fast tracks	Teacher's choice of slow or fast	Student's choice of slow or fast			
Fleming's Retiré / Pasé PL retiré R & L 2 x high V arms. RPT. Fly free around room. RPT retiré R & L.	7	KIDS #13	• 2 x feathers p/student	Same	Same	Same	Same	Same			
Jellyfish Party Port de Bras Arms up, out & bourrée, 2 x Pl, pile w/ arm swings, tiptoe into circle to party. Play at party, tiptoe backwards to home. Free dance, return to home.	7	KIDS #7	• 2 x ribbon rings p/student	Same	Same	Same	Same	Same			
Rock-A-Bye Baby Animals Cradle animals, 3 x sideways rocks R, L, L, 'Shh', RPT. Listen to animal, RPT rocks and 'Shh'.	7	KIDS #14	• 1 x stuffed animal p/student	Same	Same	Same	Same	Same			
Sneaky Bunny Bounces 4 x bounces in place, hide. RPT. Tiptoe forwards to eat veggie, tiptoe backwards. Bounce freely around room, hurry back to place.	8	MATZ #9	• plush vegetables	Introduce	Introduce	Introduce	Same	Same			
All Aboard the Marching Train March freely on mats to a mat. Pause and tap a body part for 8 counts. RPT continuously. Jump off tracks and RPT marching freely around space.	9	KIDS #18	• 1 x 1NI mat p/student	Introduce	Same	Same	Same	Same			
Seeds & Sunflowers Walks Walk in straight line to plant seeds in a pot. Pick up watering can and tiptoe in a circle around pot. Walk in straight line, hold sunflower up high.	10	KIDS #25	• seeds • empty pot • watering can • sunflower	Introduce	Same	Same	Option: next student begins when the student in front puts down the watering can	Same			
Koala Kangaroo Jumps March freely on mats, parallel jumps on mats down room to get cookie from Grandma Kangaroo.	11	MMMB #1	• 6 x red mats • 4 x yellow mats • Grandma Kangaroo artwork	Develop: 3 x jumps parallel, 1 x jump parallel/2nd (3 x together, 1 x apart)	Same	Same	Same	Same			
Marching Band Practice March freely around space, stand on a vertical line and play instruments. Repeat in horizontal formation.	12	KIDS #26	• rollout line or painters tape • Instruments (optional)	Introduce	Introduce	Introduce	Same	Same			
Tempo Dance matching movements to different tempos.	13	LOCO #9 LOCO #10	--	Introduce	If time, repeat this week after levels	If time, repeat this week after levels	Same	Same			
Level Dance freely in space like animals that move at different levels.	13	LOCO #6 LOCO #7	--	Introduce	Introduce	If time, repeat this week after Directions	Same	Same			
Direction Dance freely in space, moving to the direction cues.	14	LOCO #21 LOCO #22	--	Introduce	Introduce	Introduce	Same	Same			

WARMUP DANCE

Same as Block 1 (see Block 1, page 4) with a focus on counting, timing, and tempo.

 Draw attention to timing, counts, and contrasting speed of movements.

Progressions & Variations

Try contrasting different movements, for example:

- 8 counts of big, slow marches then 8 counts of smaller, quicker marches.
- Reach arms up and melt down slowly, with control, for 8 counts into a crouching position, followed by a quick jump up into a star shape. Reverse – bob down quickly and slowly grow up tall.

Transitions

"Uh-oh! We need the magic password before we sit down. Let's tap our heads four times, then clap four times, then our knees four times. Ready? 'Head-2-3-4, Clap-2-3-4, Knees-2-3-4, sit!'"

CIRCLE DANCE

This exercise builds on the Circle Dance from Block 1 (see Block 1, page 5). Students play a simple 4-beat rhythm on an instrument before taking their turn around the circle.

 Keeping in time with the music, counting to the beat, sharing, eye-tracking.

 Teacher's choice (any uptempo song with a clear, steady beat).

 One handheld musical instrument to be shared. (e.g. maracca, castanet etc)

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- Students can count the 4-beat rhythm for the dancer who is taking their turn.
 - If possible, use a different instrument each week, for example:
 - Week 1: Maracca
 - Week 2: Castanet
 - Week 3: Tambourine
 - Week 4: Bells
 - Encourage students to explore the different ways they can play their instruments and the different sounds their instrument can make while they travel around the circle. (e.g. What happens if you shake, rattle, or tap the instrument on your hand or leg?)

 Commentate while students take their turn: "I can see Kwami holding his maracca high and very still while he walks", or, "Can you hear that? Min is clicking their castanet with every step they take. They're marching in time with the music!"

Exercise

i) One at a time, each student holds the instrument, stands up and plays 4 x quarter-notes in time with the music (e.g. shake maracca four times, click castanet four times) before taking their turn around the circle. Return to their place and pass instrument to the next dancer.

Progressions & Variations

Try triplets in the final weeks of the block "1-2-3, 1-2-3.", or other simple rhythms.

Transitions

"It's time for a meeting of Music Makers club! We all need one [instrument name]"

MUSIC MAKERS CLUB

NEW! ✨

It's time for a meeting of the Music Makers Club! Let's work on playing our instruments at the same time as each other.

-  Listening skills, keeping a beat, timing, fine motor control.
-  KIDS!: Track 3 – 'Foot & Ankle Stretches'
-  1 x handheld musical instrument for each student (e.g. maracca, castanet)
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 - Hand out one musical instrument to each student, ideally the same instrument used in the Circle Dance.
 - If you don't have instruments you can also do this exercise with claps or with students pretending to conduct an orchestra.
 - Before using music, demonstrate each rhythm while students follow along.
 - You may wish to add your own rhythms, but keep them simple.
 - Some students may not be familiar with counting to 8, so count in 4's, then gradually build to 8's.
 - Remind students that the goal is to stay in time and together – it should sound as if there was a big giant playing one huge, loud [instrument name].
 - If students are losing focus give cues such as "play your [instrument] up high/down low/to the side, behind you, around in a circle in front of you" etc.
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 - During the exercise: count with each beat or highlight the accents, e.g. "quick-quick, ssshhh", or "shake-shake, ssshhh."

Exercise:

- i) Play half notes (1, , ,)
- ii) Play quarter notes (1, , , ,)
- iii) Play two eighth notes then pause (1, , ,): "Quick-quick, shhh!"

Progressions & Variations

1. Encourage head movements and eye-tracking by playing their instrument in a circular pathway, side-to-side, or up and down while they follow their eyes.
2. Reduce the pause in step iii): &1, , &3, 4
2. Ask students to swap hands and try to play with their non-dominant hand.
3. After students have completed all three rhythms, try playing 'Magic Number 1' to develop the ability to identify and start on the 'one' count. Count from 1-4 (or 1-8) repeatedly (encourage students to count along with you too) – everyone plays their instrument altogether on count 1. This scaffolds the 'Magic Number 1' exercise in the 4-year-old curriculum which develops counting skills required for students to be able to 'count themselves in' for traveling exercises in later years.

Transitions

1. "All of our music making has made the stars come out... take a look! We shouldn't be making noise at night. Let's pack away and get ready to make a wish."
2. Allow students to experiment with making whatever sounds they like as they pack away. You may like to set a simple traveling movement (e.g. tiptoe walk or march) or leave it as free movement – "Let's make our own music as we pack away"

WISH UPON A STAR STRETCH

Same as Block 1 (see Block 1, page 6)

UNDERWATER EXPLORERS

Same as Block 1 (see Block 1, page 7)

ANIMAL STRETCHES

Same as Block 1 (see Block 1, page 8)

Transitions

"Let's crawl like crabs to our balloon garden – careful not to pop them!"

BALLOON GARDEN DEMI-PLIÉ

This exercise builds on 'Party Balloon Demi-Plié from Block 1 (see Block 1, page 9). Students stand at the edge of a balloon garden and gently pick up and toss balloons into the air.



Simple port de bras, levels.



- Remind students to plié slowly so the balloons don't blow away.
- Ask students to say the levels 'low', 'medium' and 'high' out loud as you perform the simple port de bras.



- While turning music on: "What color balloons can you see?"
- During the port de bras progression: "Low – bras bas; medium – first position; high – fifth position".
- As students pick up their balloons: "What color balloon did you choose?"
- After the exercise/during transition: "Where do you think your balloon is going?"

Exercise:

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|--|------|
| i) 4 x parallel demi-pliés with hands on hips. | 1-8 |
| ii) Reach down to pick up a balloon | 1-2 |
| iii) Perform simple port de bras: arms low (bras bras), medium (1st), high (5th), opening out through 2nd. | 3-6 |
| iv) Throw the balloon into the air by loosely following the simple port de bras pathway. | 7-8 |
| v) Repeat all | 1-16 |

Transitions

"Let's try to catch or pop a balloon before they all float away!"... Did you catch one?"

SANDCASTLE BATTEMENT TENDU

Same as Block 1 (see page 10)



- Talk to students about how the exercise has 3 battement tendu and we brush off the sand (or clap) 3 times, but the tendus are performed slowly and the brushes/claps are quicker.
- Ask students to count each tendu (1--2--3--) and each brush/clap (1-2-3) with you.

Progressions & Variations

Tiptoe slowly, or run quickly, around the sandcastle.

Transitions

'Oh, no! It's starting to rain – it's time for an indoor activity. Let's march and splash in the puddles to get a tin of paint.'

PAINT PIQUÉ

Same as Block 1 (see page 11) but repeat exercise with faster music track



Tempo/speed, control.



KIDS: Track 11 – 'Piqués Slower' and KIDS: Track 12: 'Piqués Faster'



1 x Leap 'N Learn mat for each student



- Let students know that today they will do the exercise twice – once slower and then again straight away, but the music will be faster.
- Remind students to be extra careful to tap lightly so they don't splash paint everywhere, especially when they go fast!

Progressions & Variations

Do the exercise once as usual. Straight away, tell students that we're going to do it again but the music will be faster, so we'll have to tap faster to match the music.

Transitions

[Once 'lids' are back on the 'paint tins'] "Let's balance our paint tins on our heads and tiptoe them away. [If they fall off] "Oh! Lucky we put the lids back on!"

FLAMINGO RETIRÉ / PASSÉ

Same as Block 1 (see Block 1, page 12), adding the progression.

 Optional: 2 x colored feathers for each student

Progressions & Variations

After 6 counts of free dancing call out "freeze" and students must freeze like a flamingo on one leg for counts 7-8, before free dancing back to their place in the room.

Transitions

"Ok flamingos, show me a pose with your feathers up high. Now show me a pose with your feathers down low. Let's flap our wings from low to high to tip toe our feathers away". (Note: if not using feathers, you can say "with your wings up high".)

JELLYFISH PARTY PORT DE BRAS

Same as Block 1 (see Block 1, page 13)

 2 x Leap 'N Learn ribbon rings per student.

ROCK-A-BYE BABY ANIMALS

Same as Block 1 (see Block 1, page 14)

 3/4 time signature or waltz timing

 1 x small plush/beanie/vinyl animal per student.

 "We count this music, and our rocks, in threes. For each rock of our animal, we'll say [while demonstrating] '1-2-3, 1-2-3, 1-2-3, Ssh'. It can be like a lullaby!"

SNEAKY BUNNY BOUNCES

NEW! ✨

These sneaky little bunnies are trying to get veggies from the veggie patch! Careful not to get caught by the gardener!

-  Sauté preparation, strength, counting, stop and go, impulse control, expression
-  Music At The Zoo: Track 9 – ‘Piqué’
-  Optional: 1 x plush/soft veggie prop (carrot, lettuce etc) for each student and 1 x Leap ‘N Learn mat for each student.
-  Standing in a circle, feet parallel, hands on hips. If using
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 - This exercise prepares students for more controlled sautés in later blocks by focusing on small bounces to begin.
 - Have students practice counting the bounces with you before doing the exercise with music.
 - Using veggie props is fun but also helps develop impulse control. Use pretend play to support this skill: ask students to tiptoe forwards into the circle and ‘plant’ their veggie in the garden. Then call out “The gardener is coming!” to provide a reason for leaving their prop and returning to their place.
 - Each student can use 1 x Leap ‘N Learn mat as a garden’ for their veggie.
 - At this age, instead of doing a bourrée backwards, students will often turn around and bourrée forwards to their spot. This is normal – students will begin traveling backwards in their own time with verbal cues and modelling.
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 - Setting up: “Let’s plant our veggies in the garden... [once planted] Oh no, the gardener is coming... quick, back to your spots and hide!”
 - Turning on music: “I can see the gardener – time for bunnies to hide!”
 - While bouncing: “Bounce 1-2-3-4 and hide!”
 - Bourrée/tiptoe backwards: “Tiptoe backwards, fluffy bunny tails lead the way.”

Exercise:

- | | |
|--|-------|
| i) 4 x small bounces on the spot with hands on hips or in front like paws. | 1-4 |
| ii) Cover face with paws to hide. | 5-8 |
| iii) Repeat 4 x bounces and hide. | 1-8 |
| iv) Bourrée (tiptoe run) forwards into the circle to get a veggie. | 1-8 |
| v) Pretend to nibble on veggie, then bourrée to return to spot. | 1-8 |
| vi) Students bounce freely around the ‘garden’. | 1-11 |
| vii) “Oh no! The gardener saw us!” – students scamper back to their place and hide in a free pose of choice. | 12-16 |

Progressions & Variations

1. In step ii), bob or crouch down to hide for counts 5-7 and stand up on count 8.
2. In step vi) cue students to bounce at different speeds, e.g. slow, then fast.

Transitions

“We’ve had our fun. Let’s be helpful bunnies – pick up all the veggies and bounce to pack away”.

ALL ABOARD THE MARCHING TRAIN

NEW! ✨

We are trains on a busy city circle track. We'll have to move at the same time and speed to make sure we arrive at each station on time.



Marching, stop and go, spatial awareness, impulse control, counting, timing, body awareness, sharing.



KIDS: Track 18 – 'Marching'



Leap 'N Learn mats (one per student).



Set up mats in a circle with enough space for students to march from mat to mat in 8 counts (approx. 3 feet/1 meter). Each student stands on a mat, teacher and assistant ideally on opposite sides of the circle.



- Following the leader is hard. This exercise scaffolds how to follow a leader in a line without asking students to touch each other.
- Explain that the mat they are standing on is not their mat– in this exercise they will be trains and go from station to station to get back to where they started, so we'll share the mats. At each station we'll tap a body part for 8 counts [practice this with students] while we wait for our passengers.
- Some students may stop too soon (because they're focusing on the marches or timing and not the distance) or go too far (because they're focused on following the dancer in front). This improves over time with practice and cues.
- Have students bend arms at 90° angles by sides and move them in a circular motion like train wheels. They love making whistle blowing sounds!



- Setting up direction: "I'm going to turn my tummy to Amali, Amali will turn her tummy to Foster.... and then Hiro turns his tummy to me. When we move in a circle we all get to be the leader and the follower!"
- Turning on music: "Let's get our wheels started up [move arms]. Can I get a toot-toot!?" [students toot-toot in response].
- Just before students reach a mat/'station': "We're at [any body part] 'Elbow station'. And elbow-2-3-4-5-6-7-8-go!"
- If students don't travel far enough: "Jing, step forward to get to the station", or too far: "Oops, Ben, you missed a station – go back to the station behind you".

Exercise:

- i) Following the person in front, march to the next mat for 8 counts.
- ii) Teacher calls out a body part (e.g. "head", "knees") – tap for 8 counts.
- iii) Repeat until students get back to their station (or, for larger classes, 6-8 times).
- iv) To finish: "Let's jump the tracks" [jump off mat] – march freely around the room and then tap for 8 counts. Repeat once or twice before transitioning.

Progressions & Variations

March in a vertical line, with assistant as locomotive and teacher as caboose.

Transitions

"Pick up your mat and hold it like a steering wheel. Let's march to pack away – be careful not to bump into other trains!"

SEEDS & SUNFLOWERS WALKS

NEW! ✨

Let's do some gardening. We'll plant our seeds, water the garden, and watch our sunflowers grow tall!

🎯 Walks, pathways (straight & circular), direction, multi-part retiré/passé.

🎵 KIDS! 2: Track 25 – Passé Walks

🧩 Watering can, pot/planter, sunflower or Little Leapers sunflower wand, seeds (2 x p/student), yellow and green LNL mat.

🚩 Standing in a vertical line, line leader standing on green mat, with props laid out as below: leader stands on green mat.



Assistant

- 💡
- Brown fabric makes great 'soil' and also encourages fine motor skills. Students love finding the perfect spot in the soil to plant their seed.
 - The next block begins more 'formal' vertical line work. You may feel your class is ready to transition into activities that start in a vertical line, or you may feel that there is benefit to continue starting in a circle. Choose what's best for each individual class.
 - As the teacher sets up the exercise, the assistant shows students the seeds (pom poms or glittery foam balls) and hands out one to each student.
 - Demonstrate as you explain how students will take turns walking to plant their seed in the pot. They need to water the seed so it grows big and tall –make sure to go all the way around and put the watering can down for the next dancer. Then they'll walk to the sunflower and reach it high into the sky.
 - Place a yellow mat under the sunflower to remind students where to put the prop down after their turn.

- 💬 Holding watering can: "All the way around the pot. Leave the watering can for the next dancer".
Holding sunflower: "Reach your sunflower all the way up to the sky".

Exercise:

- i) One at a time, dancers walk to the pot to plant their seed in the soil.
- ii) Pick up the watering can and tiptoe around the pot to water their seed. Place the watering can down for the next dancer to have their turn.
- ii) Walk to the sunflower, hold it up in a high level pose. Replace it on the floor
- iii) Return to the group to get another seed from the assistant.

Progressions

1. Ask students to stand on one leg while holding their sunflower up high.

Transitions

1. Direct specific students to work together and pack away specific items.

KOOKA KANGAROO JUMPS

Builds on Block 1 (see Block 1, page 17) adding a jump in parallel 2nd.



Parallel 2nd, contrast (together and apart), counting, timing.



Mats laid out like Block 1 progression:



- Focus on jumping with feet together and apart in time with the music.
- While they wait for their turn, students clap the beat with the assistant or teacher who helps to maintain the rhythm. Ask dancers to try to land on the mat on each clap.
- Students can also practice counting '1-2-3-4' in time with the music. You can show students how they will jump with their feet apart on count '4'.
- Jumping in time with the music is difficult, so don't put too much emphasis on perfectly timing each jump with a clap, or jumping onto yellow mats on count 4 – this will develop over the year with lots of practice opportunities.

Regressions

1. Jump slowly with feet together on red mats, then quickly on green mats.

Start ---> 

Transitions

"Can [call out students' names] pick up one red mat, and can [remaining students'] pick up one green mat. Put it on your back like a turtle shell and crawl to pack away."

MARCHING BAND PRACTICE

NEW! ✨

It's time for our marching band to practice. We're really good at playing our instruments in time with the music – now it's time to work on making lines as a team.

-  Marching, spatial awareness, timing, formations, lines, listening skills, team work.
-  KIDS! 2: Track 26 – 'Marches'
-  Rollout lines or painters tape (or a row of Leap 'N Learn mats – 1 p/child), Marching Band video/YouTube (optional), musical instruments (optional),
-  One vertical and one horizontal line on the floor, students spread out.
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 - Students sit in share space with assistant and discuss Marching Band artwork. Have students draw imaginary horizontal lines in the air with their index finger. You can also show a video of a marching band.
 - Remind them how they stood in a straight line as baby birds on a branch.
 - Set up the vertical and/or horizontal lines in the dance space. Make sure the lines orient to the 'front' of the dance space (e.g. towards mirrors). If you don't have a rollout line or painters tape, place mats close together to create a line (make sure there's enough for each student to stand on a mat).
 - Explain to students that they're in a marching band and are practicing making straight lines. You are the coach and will call out which line they need to make. They have to march into position and stand on the line/mat. Practice making both horizontal and vertical lines with students.
 - Don't focus too much on terminology of 'vertical' and 'horizontal' (see cues). Using different colors for each line is a handy scaffolding tool.
 - It can sometimes help to say which student will be at the front of the vertical line: "Make a vertical line behind Dechen".
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 - When showing the artwork: "A vertical line is a line where one person is the leader, and a horizontal line is a line where everyone is the leader".
 - While setting up: "That looks like a vertical line. Let's draw a vertical line up and down in the air" or "it's a horizontal line – draw a line from side to side."
 - When calling formations: "Vertical line – make a line where one person is the leader." Or, "Horizontal line – make a line where everyone is the leader."

Exercise:

- i) Students march freely around the room playing instruments in time with music.
- ii) Teacher calls out a line and students march to form that line. Once there, play instruments all together for 8-16 counts.
- iii) Repeat, swapping formations each time.

Progressions & Variations

1. Assign a set number of counts to form the line (e.g. 8 counts).
2. Once in line, march in formation (follow leader in a vertical line, or slowly march forward/backwards in a horizontal line) – 8 counts marching, 8 counts stop & play.
3. Pretend they are a robot marching band – how would they move? What about if they were penguins, or ballerinas?

Transitions

[Call out half of the students' names] can you work together to pack away the vertical line? Can [remaining students'] pack away the horizontal line as a team?"

CREATIVE MOVEMENT – TEMPO

Let's match our dancing to the tempo of the music... is it slow, moderate or fast?



Tempo, listening skills, musical awareness, coordination, spatial awareness.



LocoMotion: Track 9 (longer) or Track 10 (shorter); or 'Tempo', Spotify playlist



Spread out in the dance space.



- Explain to dancers that tempo is the rate of speed of music – it could be slow, moderate, or fast. They will match their movements to the speed of the music and if the music stops they have to freeze.
- Try to broaden exposure to as many musical genres as possible. You can use the suggested tracks or cue your own music with varying tempo.



- Exercise set up: "If the music is slow, you have to dance slow, but if the music is fast, how will you move?"
- During exercise: "How could you dance slowly down low?" or "How could you dance quickly with your arms?", or "Can you move like an animal that is slow?"

Exercise:

- Students free dance matching their movements to the tempo of the music.
- When the music stops (or is paused) students freeze. Repeat (if using your own music, alternate songs with differing tempo).

CREATIVE MOVEMENT – LEVEL

Let's explore high, medium and low levels by moving like different animals.



Levels, listening skills, musical awareness, coordination, spatial awareness.



LocoMotion: Track 6 (longer) or Track 7 (shorter).



Spread out in the dance space.



- Explain to dancers that levels in movement are high, medium and low. Ask them to think of animals that move at those levels (e.g. birds fly high, tigers prowl medium, and snakes slither low). Dancers will move like those animals, at that level. If the music stops they have to freeze.
- Try to broaden exposure to as many musical genres as possible. You can use the suggested tracks, or cue your own music with differing pitch (high, medium, low).



Exercise set up: "What animal moves around [up high, down low, at a middle or medium]?"

Exercise:

- Students dance freely in space like animals that move at different levels.
- When the music stops (or is paused) students freeze. If using your own music, choose a new song and level/animal.

Regression

Explore levels with Balloon Dance exercise from Block 1.

CREATIVE MOVEMENT – DIRECTION

Let's explore the different directions our bodies can move.



Direction, listening skills, musical awareness, coordination, spatial awareness.



LocoMotion: Track 21 (longer) or Track 22 (shorter).



Spread out in the dance space.



- Explain how we can move in different directions – forward, backward, sideways, up and down. Demonstrate as you talk about each direction, and have the dancers experiment with moving in that particular direction.
- Tell dancers a voice in the music/the teacher will call out a direction and they will move in that direction. When there is no music we will freeze and listen.
- To broaden exposure to as many musical genres as possible, you can also cue your own music and give verbal cues for different directions.
- Have students explore different ways they can move in different directions, e.g. walking, marching, skipping, etc.



During exercise: "For the next direction you have to [tip toe walk, march, gallop]."

Exercise:

- i) Students dance freely in space, moving their body to match the direction cues.
- ii) When the music stops (or when you pause the music) students freeze. If using your own music, cue a new track and suggest a new direction.

Progressions & Variations

Ask students to pretend to be a cat: "How would a cat move forwards, down low? What about sideways?" Repeat with different animals, levels and directions.