

Approach: Group

Focus: Movement to music

Year: 4 &amp; 8

Resources: Masking tape, audio recording on laptop computer

## Questions / instructions:

**Before starting, apply masking tape to the floor to define an area so that the camera can capture all students during their movements.**

In this activity you will be making up a short movement sequence, or dance. I've marked an area on the floor to show where you can move around. You will need to do your movements inside this area.

**Show and explain the defined area to the students.**

Imagine that your team has the job of cleaning lots of windows in a large building. To make the work more enjoyable, you clean them in time to some music.

Try to think of the movements and actions you would make as you work away as a team of window cleaners who are surrounded by windows.

To start off, I'll play some music. While it's playing, think about movements you could make while cleaning the windows that are all around you.

Think of the equipment you might be using, like hoses, mops, buckets of water, cloths and sponges.

**Click on the *Move It* button. The video will start.**

*[Soundtrack only. No video.]*

You've been thinking about movements you could be making to that music.

Before I play it again, have a talk to each other about the kinds of movements you think would be good — movements that show you are busy cleaning windows to the music.

**Allow time for discussion.**

Now I'm going to play the music through three times so that you can have a good practice as a team.

I'll stop the music each time after it has been played so that you can talk about what you did, and how you could improve your movements.

**Click the *Pause/Play* button to re-play the music three times.**

**Allow a minute or two between each practice for students to talk together.**

Now it's time for your very best final performance.

Remember, you are working as a team and cleaning windows all around you.

**Click the *Pause/Play* button to re-play the video.**

		% response 2004 ('00)				% response 2004 ('00)	
		year 4	year 8			year 4	year 8
<b>Inventiveness:</b> (use of space and range of body movements)	strong	14 (14)	30 (9)	<b>Appropriateness for window washing context:</b>	strong	13 (14)	30 (7)
	moderate	54 (39)	49 (52)		moderate	61 (55)	51 (56)
	weak	32 (47)	21 (39)		weak	26 (31)	19 (37)
<b>Appropriateness of response to music:</b>	strong	10 (9)	29 (19)	<b>Total score:</b>	7–8	6 (5)	21 (9)
	moderate	53 (25)	49 (40)		5–6	20 (14)	28 (14)
	weak	37 (66)	22 (41)		3–4	36 (21)	28 (28)
<b>Delivery:</b> (confidence, coherence, unity)	strong	16 (7)	36 (25)		1–2	24 (41)	16 (36)
	moderate	46 (34)	39 (37)		0	14 (19)	7 (13)
	weak	38 (59)	25 (38)				

## Commentary:

In 2004, about 20 percent more year 8 than year 4 students performed well on this task. Between 2000 and 2004, there was a reduction in weak performance at year 4 level and a very substantial overall improvement at year 8 level.