Barefoot
from Computing at School | BT

Dance moves

Overview

In this activity, children will make up a dance routine and create the instructions for a partner to follow.

Materials you will need:

☑ Printable dance cards:
These are provided to download, but you may like to create your own by drawing and colouring or painting your dance cards. They could be as simple as a stick man or you could use toy figures to position into a dance move.

You could also take photos of members of your family doing dance moves and print them out to use.

☑ Music of your choice

Concepts:

Algorithms

Age group: 5 – 11
Duration: 15 – 45 minutes

What will your child/children learn?

Algorithms – An algorithm is a precise sequence of instructions, or set of rules, for performing a task.

The behaviours **creating, persevering, collaborating** and **tinkering** (changing things to see what happens), are approaches to learning that are encouraged throughout our home activities.

Getting started

1) Explain to your child/children that they are going to be dance instructors and they are going to make up a dance routine for others in the family to follow.

2) Have some fun by establishing some dance moves to add to your dance routine.
Your dance moves could be very simple (e.g. jump, spin, wave arms), or more complex (e.g. floss, dab).

3) Ensure that you all know what each dance move is and that you have a card, picture, painting or action figure to represent that dance move. Create multiple copies of each card so that you can have repeated moves.

4) Explain: An algorithm is a sequence of instructions to get something done.

Their turn

1) Place a sequence of 5 or 6 move cards and ask your child/children to follow the instructions to complete the dance routine. Ask what happens if you swap two cards around? Explain that changing the order of the cards will change the sequence of the routine.

2) Ask your child/children to make their own dance routine. Have they found some funky music to go with it? Encourage your child/children to test their different algorithms by following the routine themselves.

3) Once they have created their Dance Moves sequence, get them to invite family members to have a go. Have fun with your dance routine by using video messaging with distant family.
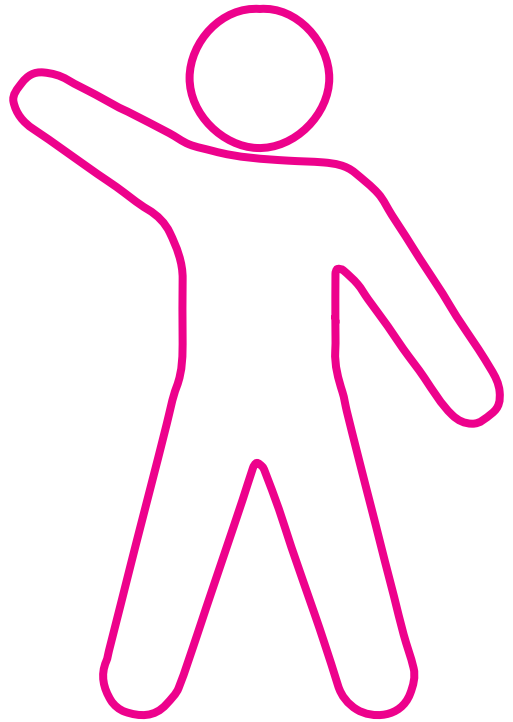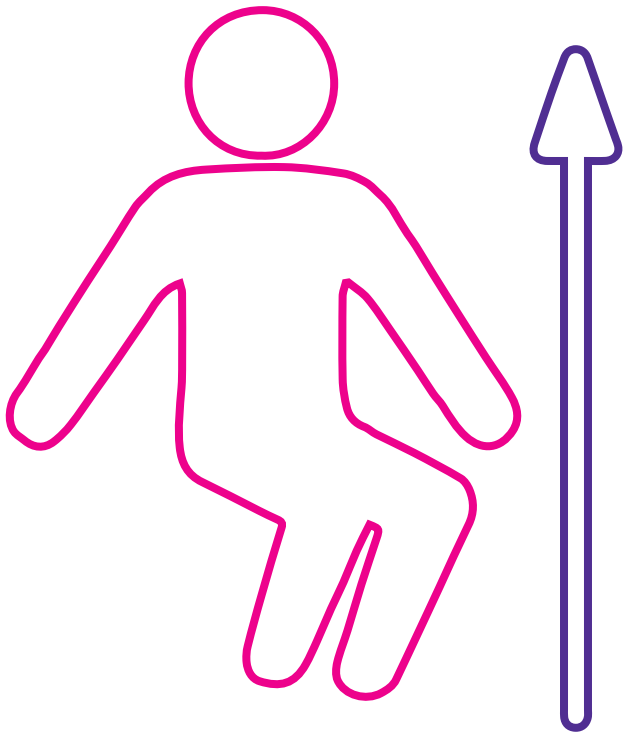
Time to talk

1) Look at successful examples of your child's/children's dance routines.

2) Use the key vocabulary for this activity: algorithm, sequence, repeat.

3) Explain that the instructions they have made are algorithms – a precise sequence of instructions for performing a task.
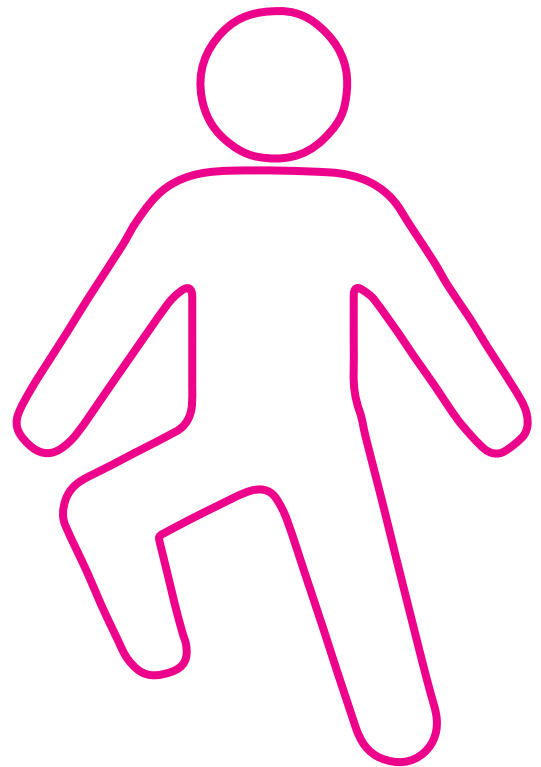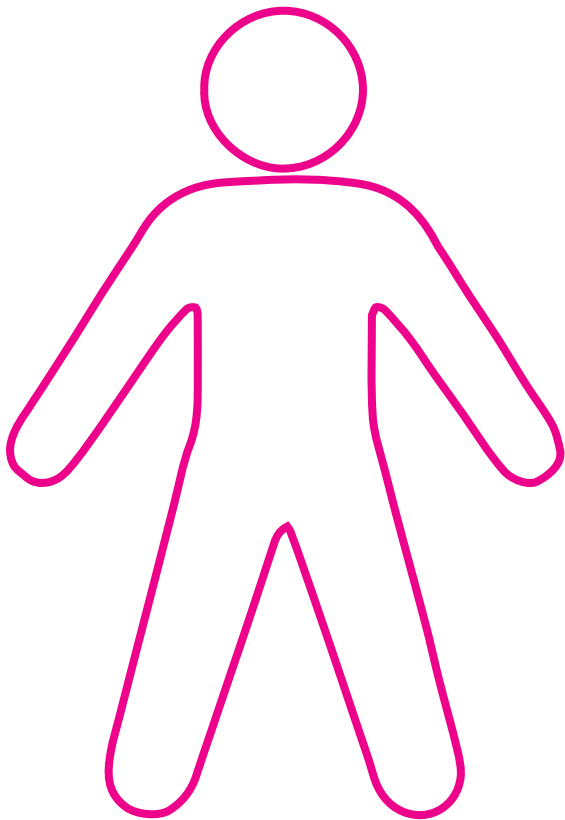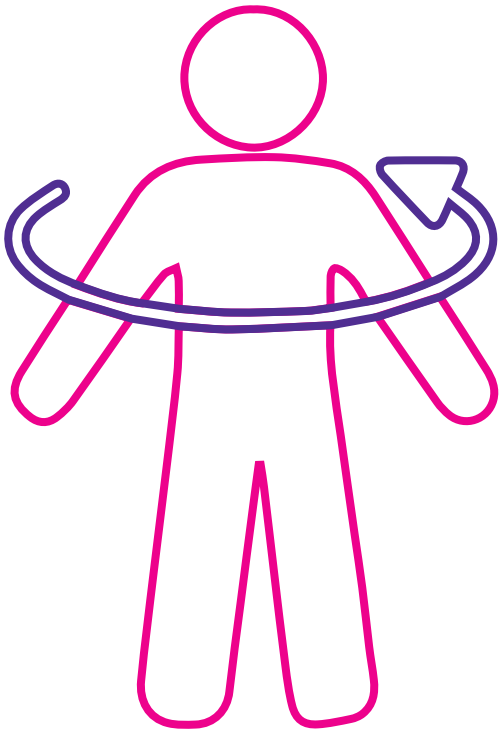
More ideas

• Keep dance routines short and simple to start with, for example using only 3 or 4 dance cards. Children may need support creating their own routine.

• Encourage children to create longer dance routines for a whole piece of music. Can they introduce a repeat card? Can they create their own dance outfits or videos?

This activity is based on a resource that was designed in conjunction with Michael Haigh, teacher of computing.
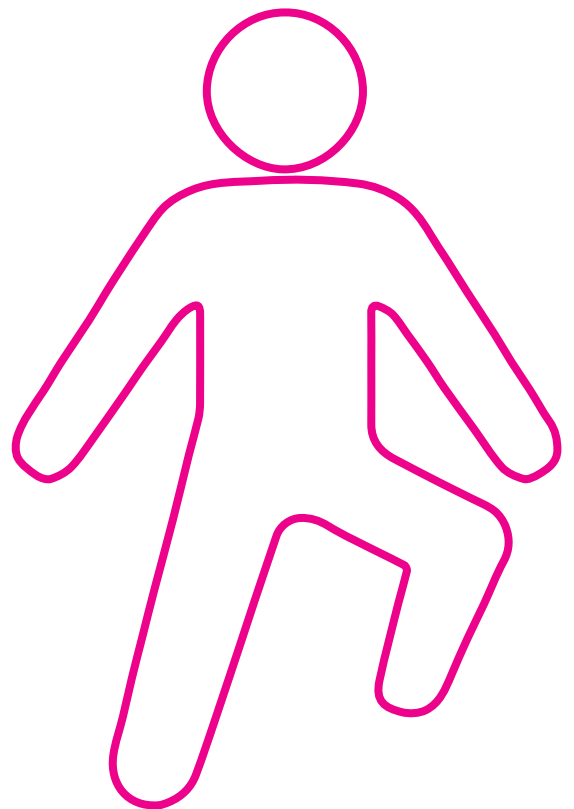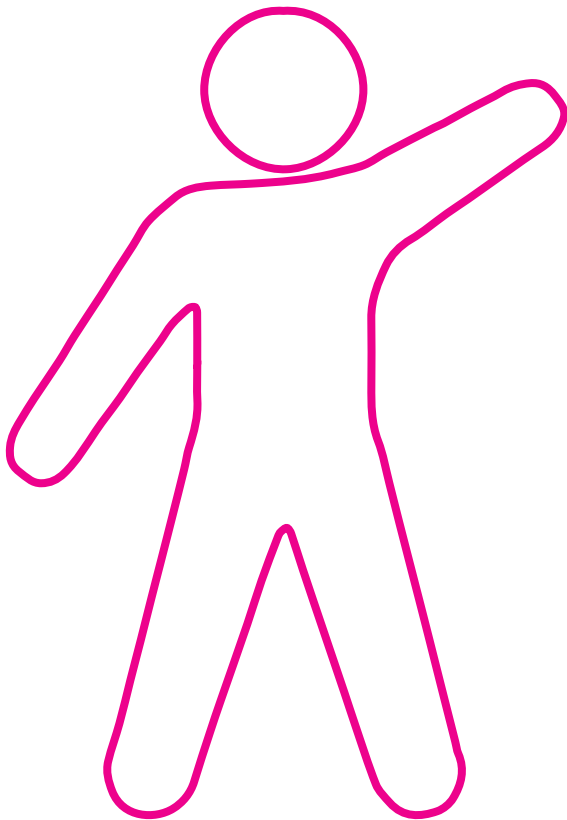
Dance move cards

Dance move cards

Dance move extension cards

Repeat x2

2

If _____

then do

Repeat x3

3

**else
do**

Loop

3

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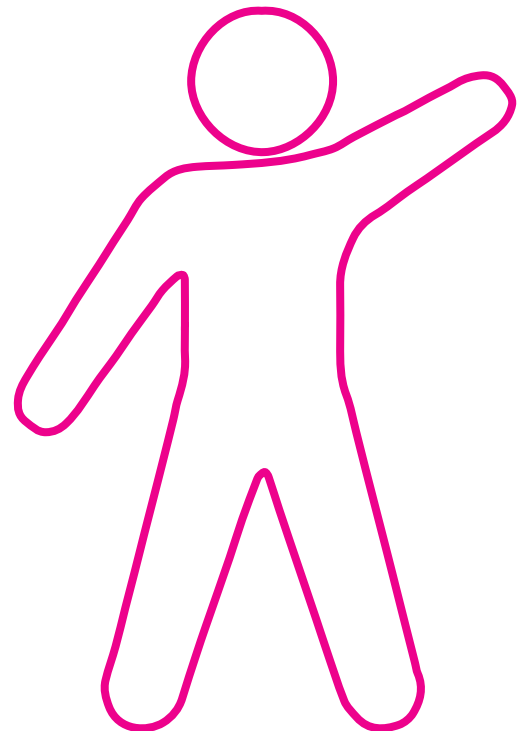
Small dance move cards

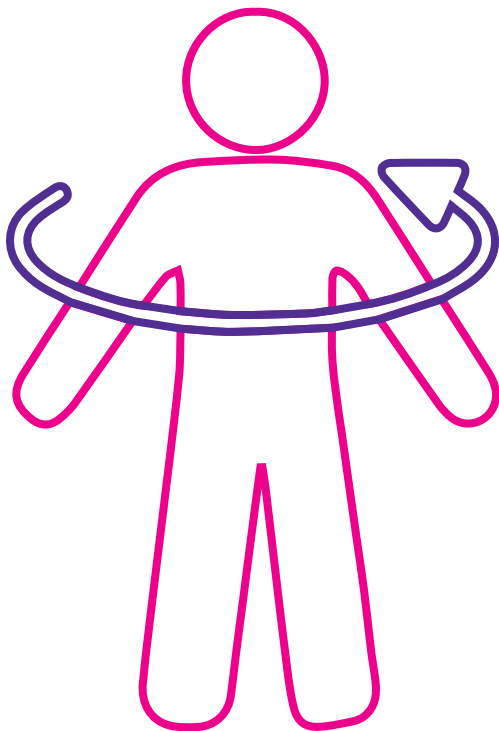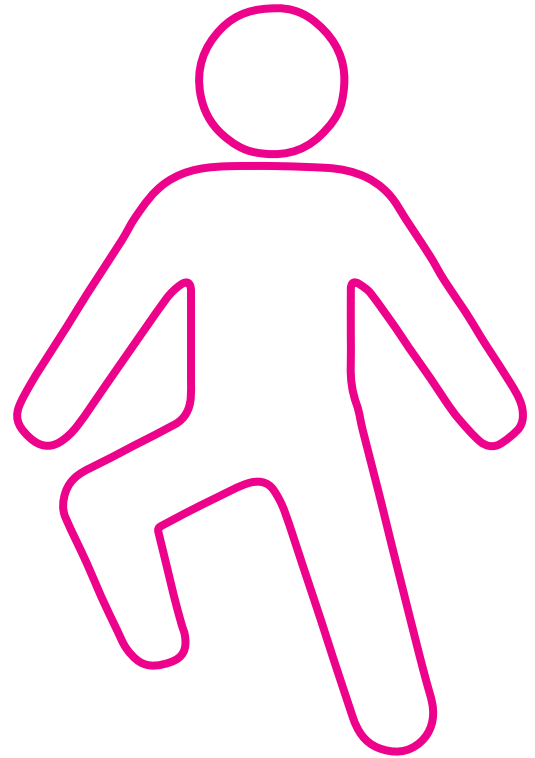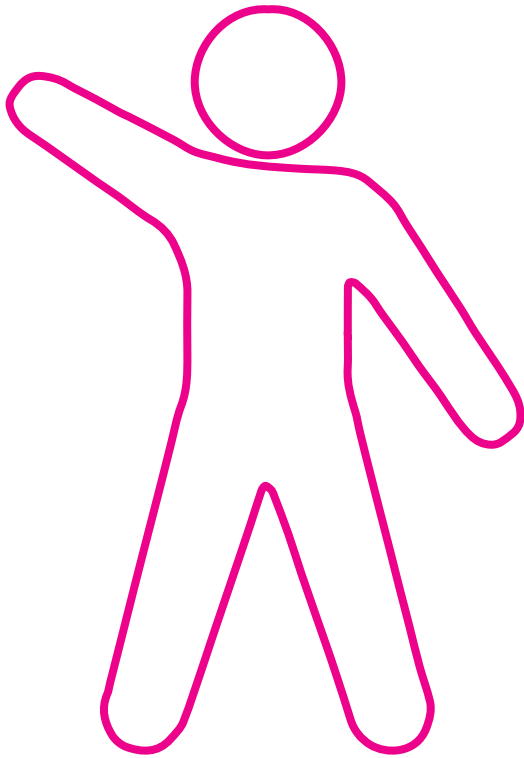**Repeat x2**

Repeat x2

Repeat x3

Repeat x3

Small dance move cards

Small dance move cards