

Title	<b>Movement</b>
Target Group	Standard 1/2/3
<i>Aspects of this Music Starter have been developed into the Worked For Me ... unit plan</i>	
<b>Moovin' and Groovin'</b>	
Starting Point	<ul style="list-style-type: none"> <li>• Music creates in us a desire to respond</li> <li>• Students often move uninhibitedly to music</li> </ul>
Possible Throughlines	<ul style="list-style-type: none"> <li>• Movement to music is not the same as dance</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Creating movement sequences to respond appropriately to the music</li> <li>• Understanding the four main aspects of movement (space, body, quality, relationship)</li> </ul>
What If?	<ul style="list-style-type: none"> <li>• We couldn't move</li> <li>• We moved as an individual / pairs / a group</li> <li>• The music told us when to move</li> <li>• We created a photo wall of possible movements</li> <li>• We recorded short movement sequences</li> <li>• We watched recordings of professional movement</li> </ul>
Transdisciplinary Potential	<ul style="list-style-type: none"> <li>• <i>Wakakirri</i></li> <li>• ACHPER Dance Event</li> </ul>
Related Repertoire	<ul style="list-style-type: none"> <li>• Mime</li> <li>• Mirrors</li> <li>• Charades</li> <li>• Statues</li> <li>• Shapes</li> <li>• Dance patterning</li> <li>• Ballet positions</li> <li>• Action songs</li> <li>• DVD resource: <b>ABC Active Kidz</b></li> </ul>
Assessment Possibilities	<ul style="list-style-type: none"> <li>• Reviews and discusses performance presentation / recording</li> <li>• Presents a movement sequence to music</li> </ul>