

Coding to Move (STEAM – Dance and Technology)

Learning the basics of coding through dance

Academic Years 3 – 4

Challenge your students with choreographic exploration of space and dynamics that echoes coding and programming.

This STEAM based creative dance workshop explores the connection between how we program a robot to move, and how we can look choreography through a programming lens to make decisions about how to move.

Learning Objectives:

- Learn a sequence of movement using programmed prompts.
- Create a sequence of movement using programmed prompts and manipulate it using the elements of dance.
- Present your coded sequence of movement.

Coding to MOVE guides students through a ballet-inspired physical warm up incorporating numeracy, language, and simple mathematic cues. Student dancers then meet Wendy and Wallace, our programmed, dancing robots and see them perform programmed movement that can be matched to visible sequences cards. Students then work together, led by their Teaching Artist, to experiment with creating movement based on pre-programmed or 'coded' instructions and will eventually apply spatial and dynamic manipulations to their improvisations. This workshop culminates in a presentation of student work to celebrate learning and skills. Relevant at any time of year and suitable for all students, especially those with an interest in technology and innovation. The cross-curricular benefits of this workshop are immense! This workshop provides opportunities for students to work across ACARA General Capabilities in Critical and Creative Thinking, Digital Literacy, Literacy (speaking and listening) and Personal and Social Capability.

Relevance to ACARA V9 The Arts: Dance Strands, Content Descriptors and Elaborations

Year 03 and 04

Developing Practice and Skills	Creating and Making	Presenting and Performing
<ul style="list-style-type: none"> • Use contrast and repetition to explore and generate new movement in response to stimulus. • Develop awareness of safe dance practice • Use improvisation to explore movement in response to stimulus • Develop body awareness and refining technical skills 	<ul style="list-style-type: none"> • Improvise using the elements of dance to develop and combine sequences • Use viewpoints to frame questions about their choreography 	<ul style="list-style-type: none"> • Present dance using technology • Being an attentive audience

Post-workshop extension

Teachers could repeat the performance of the students' Coding to Move dance sequence for other informal audiences and/or take notes during the QB workshop. Observe and record students:

- Using ballet-movements (fundamental movement skills) in the warmup phase and when they are creating their dance sequence.
- Working safely in the dance space – being spatially aware, using the new fundamental movement skills (ballet technique), following instructions etc.
- Using the elements of dance: applying the instruction from the flashcard correctly to structure their dance sequences
- Creating a dance sequence that links to the idea explored in the workshop e.g. mood, robots, being connected etc.
- Sharing their artwork in the workshop activities, performance of their own 'coded' ballet