

Let's Dance!

ALL AGES



QPAC's
OUT OF THE BOX
FESTIVAL FOR CHILDREN
EIGHT YEARS & UNDER

QPAC'S OUT OF THE BOX PRESENTS

BY COMMON PEOPLE DANCE PROJECT

An upbeat celebration of music and movement,
bringing all ages together in one giant dance party!

Led by Neridah Waters and the team at Common People Dance Project, *Let's Dance!* invites children and their adults to lose themselves to dance and learn an epic routine on the transformed Melbourne Street Green dance floor.

Common People Dance Project are here to make sure dancing is for everyone, connecting people and communities through body rollin' moves, great songs and a lot of laughter.

They welcome people of all ages and all abilities with no previous dance experience necessary.



CURRICULUM LINKS

Early Years Learning Framework

Children are confident and involved learners.

Children are effective communicators.

General Capabilities

Critical and Creative Thinking

Personal and Social Capability.

Australian Curriculum V9.0

This workshop will provide teaching, learning, and assessment opportunities to cover the Achievement Standard aspects in the examples below from Prep to Year 2.

In The Arts Prep students:

- describe experiences, observations, ideas and/or feelings about arts works they encounter
- use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

In The Arts Year 2 students:

- identify where they experience the arts
- demonstrate arts practices and skills across arts subjects
- create arts works in a range of forms
- share their work in informal settings.

Content Descriptors

THE ARTS

Dance: F-2 Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AFAFD01).

SUGGESTED PREPARATION ACTIVITIES



1 - What Is Dance? - Circle Chat and Movement Game

Curriculum Focus: Critical and Creative Thinking, Confidence in Participation, Oral Communication, Movement Exploration.

Purpose: To build understanding, break down any nervousness, and get students curious about dance as a form of communication and fun.

How to Do It:

- Circle Chat (10 minutes):
Sit in a circle and ask:
 - o "What do you think dance is?"
 - o "Where have you seen dancing before?"
 - o "How do people feel when they dance?"
 - o "Can you dance sitting down?"
 - o "Do you need music to dance?"

Encourage all answers – from serious to silly – and scribe some on the board to show there are many ways to understand dance.

- Dance Says Game (10 minutes):
A dance-themed version of "Simon Says".
Example commands:
 - o "Dance Says: Wiggle your fingers!"
 - o "Dance Says: Do a slow twirl!"
 - o "Dance Says: Make a shape with your arms!"
- Mix in some without "Dance Says" to keep it playful.
- End with "Dance Says: Show me your favourite move!"

Teacher Tips:

- Join in to model being playful and unafraid to move.
- Use inclusive language: "Your move can be big or small, standing or sitting, fast or slow."

- This activity helps normalize a range of movement styles and removes the pressure to "perform."

2 - Warm-Up and Creative Movement Play

Curriculum Focus: Imagination, movement exploration, confidence building.

Purpose: To help students feel comfortable in their bodies, experiment with movement, and build a connection between music and expression.

How to Do It:

- Choose a few fun, upbeat songs (approx. 1–2 minutes each).
- Begin with simple movements that children can follow:
 - o Stretch arms up high like a tree reaching the sky.
 - o Wiggle fingers like they're underwater.
 - o Bounce gently like popcorn popping.
 - o Freeze like a statue when the music stops.
- Use descriptive language to help children imagine different ways of moving (e.g., "Move like jelly", "Tiptoe like a cat", "Stomp like an elephant").
- Encourage each child to invent their own movement during a "freestyle" moment.

Teacher Tips:

- Demonstrate each move yourself first.
- Praise effort and creativity over "doing it right."
- Reinforce that there are no wrong moves in creative dance.

SUGGESTED EXTENSION ACTIVITIES

1 – My Dance Story – Drawing and Discussion

Curriculum Focus: Visual storytelling, emotional literacy, oral language development.

Purpose: To help students reflect on their experience through drawing and talking.

How to Do It:

- Provide drawing materials and large paper.
- Prompt students:
 - o “Draw yourself dancing!”
 - o “Who were you with? What music did you hear?”
 - o “What moves did you do?”
 - o “How did dancing make you feel?”
- Once drawings are complete, invite students to share their artwork in pairs or with the group.
- You can scribe key words or feelings that arise on a whiteboard (e.g., “fun,” “silly,” “happy,” “music,” “fast”).

Teacher Tips:

- Model your own “dance story” drawing to get them started.
- Validate each response and avoid correcting representations.

2 – Family Dance Challenge

Curriculum Focus: Personal and Social Capability, sharing in informal settings, creativity at home.

Purpose: To build home-school connections and encourage shared learning through movement.

How to Do It:

- After attending Let’s Dance!, ask children to choose one dance move they remember or enjoyed.
- Send home a note inviting families to learn the move together and come up with a simple dance using 3–4 moves.
- Suggest they perform the dance at home, and if possible, draw a picture or write a short description of it to bring back to school.
- You could also invite volunteers to demonstrate their dance in class if comfortable.

Teacher Tips:

- Reassure families that the activity is about fun and connection, not performance.
- Provide an example: “Start with a wave, then a jump, then a spin, then a pose!”

3 – Create a Class Dance Routine

Over 2–3 short sessions

Purpose: To build teamwork, creativity, and confidence by co-creating a simple routine.

Curriculum Focus: Sequencing, group collaboration, performance skills, creative expression.

How to Do It:

- Ask students to recall their favourite dance moves from Let’s Dance!
- Collect 3–4 movement suggestions from the group (e.g., star jump, spin, body wave, clap).
- As a class, decide on the order of movements to create a mini routine.
- Practice the routine together with music (can be upbeat pop or instrumental).
- Perform the routine for another class, buddy group, or families.

Structure Example:

1. Start pose
2. Jump + clap
3. Turn around
4. Freestyle for 4 counts
5. End with a group pose

Teacher Tips:

- Break down each movement and rehearse slowly before putting it all together.
- Use consistent cues like “5, 6, 7, 8 – and jump!” to help with timing.
- Encourage everyone to contribute and adapt for students with different abilities.