

LESSON 4

Code Dance Follow-Along

40 minutes

Pattern Play Without Devices

WHAT THIS LESSON DOES

Get ready to explore dance algorithms by following precise instructions as if you're a computer. You'll copy short dance sequences, keeping steps in order, through fun activities that get you moving and grooving with your class!

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the concept of dance algorithms as repeating patterns in movement sequences.
- Develop the ability to follow precise instructions in the correct order through dance steps.
- Practise collaboration by mirroring and performing sequences as a group.
- Enhance creativity by designing and naming original dance moves.
- Build problem-solving skills by identifying and correcting errors in sequences.

BEFORE THE LESSON

- Clear enough floor space for the class to move and dance safely.
- Open the Random Dance Generator on the classroom screen and test that Spin produces a new sequence.
- Print one My Move worksheet per pupil.
- Have blu-tack or magnets ready so selected worksheets can be stuck left to right on the board.

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HOW THE LESSON RUNS

Introduction

Model the sequence

Follow the Random Dance Generator

"My Move" worksheet

Class combo from pupil moves

Connect to Real-World Code

TEACHING MOVES

- 1. Introduction. Frame the lesson aloud: follow each dance step exactly, in the right order. Stress that order matters as much as the move itself.
- 2. Model the sequence. Show each move safely on its own, then run the full sequence twice slowly. Say First, Next, Finally before each step. Call Bug, reset! and restart if anyone mixes up.
- 3. Follow the Random Dance Generator. Read the on-screen sequence exactly. Class copies once slowly, then again as you count the steps. Let a volunteer press Spin for the next algorithm.
- 4. "My Move" worksheet. Show a quick board example such as The Robot or The Spin. Pupils draw one simple move and give it a one or two word name, then hand sheets in.
- 5. Class combo from pupil moves. Stick three or four sheets left to right. Demonstrate once, then class performs slowly and at a steady pace. Invite the author to clarify any unclear move. Swap moves if time.
- 6. Connect to Real-World Code. Link the class dance to a recipe: ordered steps that must be followed exactly. Each My Move sheet is a reusable piece of code inside a larger program.

WHAT TO WATCH FOR

- Pupils treat the moves as a free medley and change the order or skip steps. Freeze, say Bug, reset!, and restart from the first move. Point to the sequence on screen or board and have them say First, Next, Finally before moving.
- Pupils approximate a move instead of matching the named action, so the shared sequence drifts. Invite the move's author to demonstrate once. Agree a simple, shared version of the name and shape, then rerun the full sequence.
- Pupils think a computer can guess what they meant if a step is unclear or missing. Use the wrap-up recipe idea: if a step is wrong or out of order, the result changes. Replay the class combo after one deliberate mix-up so they feel the difference.

DIFFERENTIATION

- Emerging: Stand near them and mirror the current step only, counting one move at a time until they rejoin the group sequence. Let them copy a partner's movements rather than watching only the board.
- Developing: Have them say the step names aloud with you before each run so order stays secure. After one full run, ask them to name which step comes next before you continue.
- Proficient: Invite them to press Spin or to lead one run of the class combo at the front. Ask them to help debug an unclear pupil move and agree a clearer name or demo with the author.