

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

- This is a movement lesson, not a device lesson. Clear a floor space where the whole class can stand and move safely.
- Have the classroom screen or projector on and the move sequence and Random Dance Generator interactive open and tested before the bell.
- Print one 'My Move' sheet per pupil and have pens or pencils ready. Have a little tape or Blu Tack for sticking sheets on the board.
- Decide your three or four sequential cue words in advance: 'First, next, then, finally.'

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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. Say the line as scripted, then clear the space with the class. Set the one rule now: copy each step exactly, in the right order. That rule is the whole lesson.
- 2. Model the sequence. Demonstrate each move alone first, then run the whole sequence slowly twice while the class mirrors you. When someone slips, call 'Bug, reset!' and start from the top. That reset is the point, not a punishment.
- 3. Random Dance Generator. Read the generated sequence aloud, do it slowly once, then again at a steady pace as you count the steps. Let a volunteer press Spin for the next one to keep energy up.
- 4. My Move worksheet. Model one example on the board, 'The Robot' or 'The Spin', then hand out sheets. Keep it to one simple move and a name of one or two words. Set a firm time so nobody over-designs.
- 5. Class combo from pupil moves. Stick three or four sheets left to right, read them in order, demonstrate once, then perform together slowly and then at pace. If a move is unclear, call its author up to show it: that is debugging.
- 6. Connect to Real-World Code. Name what they did: each 'My Move' sheet was a reusable piece of code, and the sequence on the board was a program. Stress that order matters, and use the recipe comparison to make it stick.

WHAT TO WATCH FOR

- Pupils think the sequence still works if they do the same moves in any order, treating it as a set of moves rather than an ordered list. Deliberately perform the class combo in the wrong order and ask if it is still the same dance. Point to the sheets left to right and re-run it correctly to show order is part of the instruction.
- Pupils treat a slip-up as failure and stop, rather than as a bug to fix and re-run. Normalise the 'Bug, reset!' call so a mistake just means start again from the top. Praise a clean restart as much as a clean run.

DIFFERENTIATION

- Emerging: Stand a hesitant pupil beside you or a confident partner to mirror rather than lead, so they copy movements without having to recall the sequence. Keep their 'My Move' to a single, easy action they can perform confidently in front of others.
- Developing: Have them call the sequence out loud in order as the class performs, which forces them to track the steps rather than just follow along.
- Proficient: Ask them to spot the bug when the sequence goes wrong and say which step was out of order. Let them chain two named moves into a short pattern and teach it to the class.