

## **Title:** DANCING LOOPS.

**Educational level:** 3rd grade of Early Childhood Education (5 years old).

**Curricular areas:** Interdisciplinary

**Timing:** 3 sessions of 45 minutes (in any term).



## Summary

The students will program a choreography using cards with pictures representing different movements. Using these cards, the students will create a dance sequence in a loop that repeats the rhythm of the proposed music. The activity will focus on motor coordination, pattern recognition, and the ability to plan a sequence of movements.



## Aims

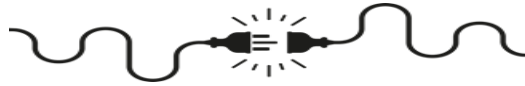


- Introduce the concept of loops through the repetition of sequences programmed with cards.
- Foster logical thinking through the planning of a choreography.
- Develop motor coordination and body expression.
- Promote teamwork to create a sequence of movements.

### **Key Competencies to Develop:**

1. **Personal, Social, and Learning to Learn Competence.**
2. **Science and technology Competence:** introduction to logical and sequential thinking.
3. **Linguistic communication Competence:** description and planning of movements.





## Session 1 How do we do it?

1. **Start (10 minutes):** Introduce the concept of loops as something that repeats over and over, using body movements as an example. Ask the children to repeat a movement (e.g., clapping) several times to understand the idea of repetition.
2. **Explanation of the cards (10 minutes):** Present the movement cards (clap, jumps, spins, etc.) and loop cards. Explain how to use the cards to "program" a dance sequence. Allow students to explore the cards and practice the movements freely.
3. **Individual and pair activity (15 minutes):** Each student chooses four movement cards and practices their sequence of movements individually. They practice combining the four cards in different orders. Then, children form pairs and share their sequences. If there is time, they can create a sequence by combining all their cards and practice it.
4. **Closure and reflection (10 minutes):** Brief discussion in a large group about which movements were chosen and which were repeated. Introduce the idea of how these movements could be grouped into a loop.



## Session 2 How do we do it?

5. **Start (10 minutes):** Review the concept of loops and the movements practiced in the previous session.
6. **Small group activity (15 minutes):** Students are divided into small groups, and each group must choose at least ten movement cards to create a sequence. Then, they look for repetitive patterns in the sequence and use loop cards to group them.
7. **Whole group activity (20 minutes):** Each group presents their movement sequence to the rest of the class. They analyze whether there are repeated movements and apply the concept of loops to simplify the sequence. Each group performs their choreography while the rest of the class observes.
8. **Closure and Reflection (5 minutes):** Group reflection on the importance of loops and how they help simplify sequences. Encourage discussion on which sequences were easier to remember, thanks to loops.



## Session How do we do it?



9. **Start (5 minutes):** Quick review of loops and the sequences created in previous sessions. Present the movement cards and remind them how repetitions can be grouped using loops.
10. **Whole group activity (15 minutes):** Each group chooses several movement cards (one per student in the group). Then, as a class, a group sequence is created by sticking all the groups' cards on the board (each group adds their own). The students decide together which movements can be grouped into loops.
11. **Whole group activity - Choreography execution (20 minutes):** The selected music is played, and the choreography is performed several times, allowing all students to participate and improve their execution.
12. **Closure and Reflection (5 minutes):** Final reflection on how they used loops to make the choreography easier to remember and perform. Emphasize the importance of teamwork and creativity in creating sequences.

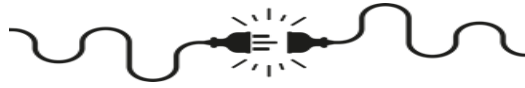
## Suggestions

- **To ensure all children understand the movements,** clearly show and explain each movement card. You can also give a small demonstration to help students visualize how to perform each movement.
- **Allow time for exploration:** Students might need time to familiarize themselves with the cards and movements. Don't rush into starting the choreography; let them explore and practice the movements freely.
- **Use different types of music:** Since different music files are provided, you can use them for practice during small group activities with varying songs before the whole group choreography.
- Use different card sizes: Print the cards in A3 for use on the board and A4 for small groups. Print several copies of each card so that they can be repeated.
- **Foster collaboration:** Students must work together, especially in small groups. Encourage them to listen to and help each other when deciding the sequences of cards.





# Unplugged Activity



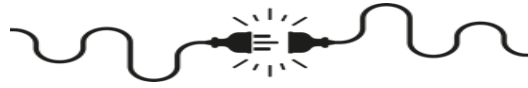
## Resources

- **Human:** Students and teacher.
- **Material:** Cards with pictures of movements, Blu Tack to attach the cards to the board, and music for dancing.



**Spaces:** Classroom or gym where students can move freely.

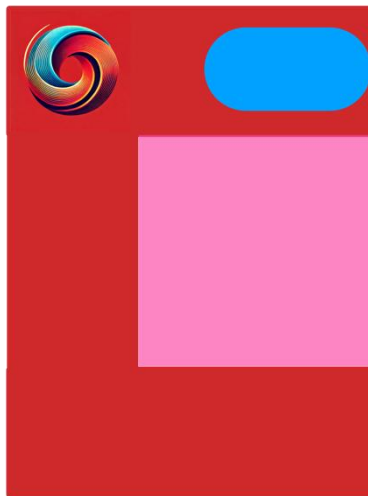
**Type of activity:** Physical, cooperative, and unplugged programming activity using cards and body movements.



## Cards for Movements

### Printable cards

\* All images have been generated with [Dall-e 3](#)



- 1
- 2
- 3
- 4
- 5
- 6

- 7
- 8
- 9
- 10




**Music** \* All songs have been generated with [SUNO](#) using free public domain lyrics of popular songs.

### Audios

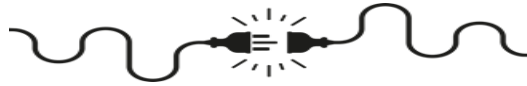




## What Have We Learned?

Assessment Criteria			
Ability to program a sequence of movements using the cards.	The student programs a complete and coherent sequence using all the cards correctly and without assistance.	The student programs a sequence using most of the cards with little help from the teacher or peers.	The student requires constant help to program the sequence and has difficulty using the cards appropriately.
Understanding of the concept of loops through the repetition of the dance sequence.	The student identifies repetitive patterns and groups movements autonomously using loop cards.	The student needs guidance to identify and group repetitive patterns using loop cards.	The student does not identify repetitive patterns without help and has difficulty understanding how to use loops.
Motor coordination and ability to follow the sequence correctly.	The student executes the sequence of movements smoothly and without errors.	The student executes the sequence of movements with some errors but corrects them during the activity.	The student has difficulty following the sequence and needs constant support to perform the movements.
Active participation in the group and execution of the proposed sequences.	The student actively participates in the creation and execution of the sequences, contributing ideas and helping peers.	The student participates in most activities, although with less initiative.	The student participates in a limited way and needs constant motivation to collaborate with the group.





## Computational Thinking

**Algorithms (steps and rules):** Follow well-defined steps or instructions to solve problems or complete tasks.

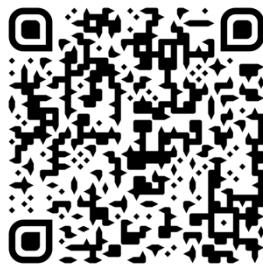
**Patterns (detecting and using similarities):** Identifying similarities or patterns in problems or data helps find faster and more efficient solutions.



## More information

QR codes to the activity resources:

Audios



Printable cards



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