

EduTrend Contents

G4C · DANCE AND RHYTHMIC GAMES · MIDDLE SCHOOL

Freeze Frame Choreographers

Build a short dance using counts, unison, canon and freeze frames, with non-dancing roles for all

Ages 12–14	Level: Intermediate	50 minutes	Groups of 4–5 · up to 30	Activity 04

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 04 · AT A GLANCE

Freeze Frame Choreographers

Groups create a 32-count sequence from four eight-count phrases. Each phrase uses one idea: unison (together), canon (one after another), a level change and a freeze frame. Roles rotate: choreographer, counter, music controller and observer, so shy students can contribute without performing alone. Groups perform for another group, which gives one star and one step.

Learning outcomes

By the end of the session students can:

- structure movement in counts;
- use unison and canon;
- work in rotating roles;
- give and use feedback.

KEY WORDS

count · phrase · unison · canon · freeze · level

CURRICULUM LINKS

Dance: choreographic devices. Music: phrases. PSHE: collaboration.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**ADAPT**	**TALK**	**COOL DOWN**
Get moving safely	One rule at a time	Short rounds	Easier or harder	What helped?	Calm and review

Materials (per group)

- Music with a clear beat
- Role cards
- Choreography grid
- Worksheets 1, 2 and 3

Before the session

- Choose music.
- Prepare role and grid cards.
- Demonstrate unison and canon.
- Plan groups.

SAFETY

Warm up fully. Keep movements controlled; no lifts.

ACTIVITY 04 · SESSION PLAN

Step by step

Never require a student to perform alone; group performance only.

Time	What happens	Say or ask
0–8 min **Warm up**	Counted warm-up.	*"Can you move on the eight?"*
8–15 min **Explain**	Devices and roles.	*"What is canon?"*
15–38 min **Create**	Build four phrases.	*"Is phrase two in canon?"*
38–50 min **Share**	Perform and feedback.	*"One star, one step?"*

CHALLENGE CARD (print or copy onto the board)

Build a 32-count dance that clearly shows unison, canon, a level change and a freeze frame.

ACTIVITY 04 · FACILITATOR NOTES

The game know-how in brief

Choreographers use devices such as unison and canon to create patterns that audiences can see and follow.

Counting in eights links dance to musical phrases and helps groups stay together.

Common ideas to listen for

- “Dance is only for performers.” Every role matters.
- “More moves is better.” Clear structure is better.
- “Canon means random.” It is planned timing.

Adapting the activity

Support

Use two phrases (16 counts).

Stretch

Add a formation change between phrases.

WORKSHEET 1

Choreography grid

Name: _____ Class: _____ Date: _____

Plan four phrases.

Choreography grid

Phrase	Idea	Moves
1 (unison)		
2 (canon)		
3 (level)		
4 (freeze)		

WORKSHEET 2

Roles

Who did what?

Roles

Role	Name	Round
Choreographer		
Counter		
Music controller		
Observer		

WORKSHEET 3

Feedback received

Star and step.

Our star was... Our step is...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Structures in counts	Uses devices	Collaborates in roles

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Freeze Frame Choreographers is a sample activity from the EduTrend Contents G4C Dance and Rhythmic Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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