**Don’t Stop the Music**

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| **CEFR Level and Skill(s):** | A1 Spoken Interaction |
| **CEFR Competence(s) Aimed at:** | Exchanging ideas on numbers, quantities, costs, clock times, days, months and years |
| **Art form(s) Exploited:** | Dance |
| **Duration of the Activity:** | 45 minutes |
| **Materials and Equipment Needed:** | Instrumental dance music  List of numbers, days of the week, months, years, clock times, costs  Template including the following questions:   * What is your favourite day of the week? * What is your favourite number? * Which month were you born in? * Which year were you born in? * How old are you? * When do you wake up? * When do you go to bed? * What was the last thing you bought? How much was it? |
| **PROCEDURE**   1. The teacher plays instrumental dance music and asks the pupils to dance freely. 2. After some time, the teacher stops the music and says a word (a number, a day of the week, a month, a year, clock time or price of something). When the music stops, the pupils must freeze in a posture representing the word. 3. The teacher starts playing the music again. The pupils start dancing. The teacher stops the music, says a word, and the pupils freeze in a posture representing the word. 4. The teacher can repeat this cycle multiple times. The idea is to include words from all the categories (numbers, days of the week, months, years, clock times, costs). 5. The teacher divides the class into pairs and provides them with the template including various questions. Each pupil in the pair needs to find out the answers to those questions from the other pupil in pair. 6. Once the pupils are finished, they are asked to present their answers to the others. E. g. Michael’s favourite number is two. Lisa’s favourite day is Sunday. 7. The teacher plays the music again. After some time, the teacher stops the music and asks a question (e. g. What is your favourite day of the week? How old are you?). When the music stops, the pupils must freeze in a posture representing the answer. The teacher can repeat this cycle multiple times. 8. The teacher concludes the activity with a reflection, asking questions such as: How did you find the activity? How did you feel when dancing and making different postures? | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | The activity is suitable both for small and large groups. The space needed depends on the size of the group – the pupils should be able to move and dance freely and safely. |
| **Prerequisites for the teacher:** | Instrumental music |
| **Source(s) / Useful links:** | Not applicable |