

GRADE ONE DANCE LESSONS

Pre-lesson: Elements of Dance

1. Elements of Energy: Force and Effort
2. Elements of Energy: Qualities of Movement
2B. Qualities of Movement: Cinquain Poem*
3. Qualities of Movement: Movement from Everyday Tools
4. Communication: Expressing Feelings Through Movement
5. Expression and Communication: Meaningful Dance
6. Focus and Cooperation: Mirroring and Shadowing
7. Sequence: Creating Movement Sequences
8. Sequence: Inspired Choreography
9. Choreography: Creating Story Dances
9B. Communication: Exploring Imagery Through Movement*

9C and D. Expression and Communication:
Exploring Imagery Through Movement*

* Indicates Integration Lesson

**SDUSD Visual and Performing Arts Department
Dance - Grade 2**

Prior Knowledge – At-a-glance

Preparing the second grade student for dance:

Review Vocabulary (refer to glossary at the end of the dance unit):

1. Element of Space (components):

- **Personal Space** (K Dance Lesson #1)
 - *Axial Movement*: bend, twist, reach, curl, stretch, turn
- **General Space** (K Dance Lesson #2)
 - *Locomotor Movement*: run, hop, jump, leap, skip, roll, slide, march, tiptoe, walk, slither
- **Size** (large and small) and **Level** (high, medium and low) (K Dance Lesson #3)
- **Shape** (wide, narrow, flat, geometric, twisted) (K Dance Lesson #4, 8 and 9)
- **Level**

3. Element of Time (components) (K Dance Lesson #5 and 6)

- Fast, slow, freeze

4. Element of Energy/Force (components): (K Dance Lesson #6):

- Heavy and light
- Tight Loose
- Effort (Grade 1 Lesson #1)
- Movement quality (Grade 1 Lessons #2 and #3)

5. Reinforce counting beats and movements in groups of 4's and 8's.

*Grade 1 students will be asked to count dance movements up to *16 beats*.

6. Expression and sequencing movement for meaning (Grade 1 Lessons #5, #7, #8, #9)

Grade 1 Dance Lesson #1

Element of Energy Force and Effort

Lesson-at-a-Glance

Warm Up

Show pictures of amusement park rides and playground apparatus. Generate a list of verbs to describe the movement using dance vocabulary (level, speed, energy, etc.).

Modeling

Discuss the words *force and energy*. Demonstrate a *normal walk for the class*. Modify the *quality* of the walk by adding a different kind of force/energy. Explore different movement qualities with opposing energies.

Guided Practice

Create a thematic dance about a *Leaf, Robot, and Volcano*. Identify and explore movement qualities for each.

Debrief

As a group, discuss which type of force/effort; movement quality(energy), levels, speeds and shapes were used in each of the dances.

Extension

Ask students to explain how they feel when they move with a particular force/energy. Make science connections to action and reaction.

Materials

Pictures of Amusement Park and Playground Apparatus
CD Player and Music
Student Worksheet
Video Camera or digital camera

Assessment

Discussion, Performance, Q&A, Student Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words.

Reading Comprehension: 2.2 Respond to who, what, whe, where and how questions.

Writing Strategies: 1.2 Use descriptive words when writing.

Writing Applications: 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

DANCE – GRADE 1
THE ELEMENT OF ENERGY

Force and Effort

Lesson 1

(Done in conjunction with lesson 2)

CONTENT STANDARDS

- 1.1 Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
- 2.2 Respond in movement to a wide variety of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

TOPICAL QUESTIONS

- What does force and effort mean and how does it relate to dance?
- How can I change the effort of a movement to create different qualities of movement?

OBJECTIVES & STUDENT OUTCOMES

- Students will explore and demonstrate qualities of movement(energy): shake, vibrate, sharp, smooth, swing, twist, wiggle, and spin.
- Students will demonstrate controlling and balancing the body as they move in various energies while changing speed.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Assessment Worksheet (included)
 - Student response to inquiry
 - Student performance
- **Feedback for Student**
 - Teacher feedback
 - Assessment Worksheet

WORDS TO KNOW

- **force/energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions.
- **qualities of movement:** The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. Movement qualities are considered a part of the element of force/energy.

MATERIALS NEEDED

- Pictures of playground apparatus: a swing or swing set, teeter totter, merry go round, slide, ladder, rope pull, monkey bars, ferris wheel, rollercoaster, etc. (included)
- Pictures or actual objects: birds, balls, computer keyboard, trains, hula-hoops, trampolines
- CD Player
- CD's:
 - "Move Like a Machine"
 - "Sally the Swinging Snake"
 - "Get up and Go"

- Optional: Video Camera and Monitor

Note: Each activity in the Modeling and Guided Practice sections can be broken down into individual movement studies, each being about 20 minutes in length. Students will need prompting to increase their range of movement as they explore variations in body effort, energy and dynamics.

Music Note: Use one or two of the simpler songs in the modeling section for daily warm-up. Repeat or rotate songs throughout each lesson so that students will gain a strong understanding of movement dynamics and energy. You may use other musical selections familiar to the class to teach these concepts.

RESOURCES

- *Perceptual Motor Rhythm Games*, by Capon & Hallum; "Move Like a Machine"
- *Sally the Swinging Snake*, by Hap Palmer; "Sally the Swinging Snake"
- *We All Live Together, Vol. 5*, by Greg and Steve; "Get up and Go"

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Show pictures of playground apparatus or amusement park rides: a swing, teeter totter, merry go round, slide, ladder, rope pull, monkey bars, roller coaster, ferris wheel, carousel, etc. (included), or project color images (viewable in online lessons at the SDUSD VAPA website/Dance Lessons/Grade 1 Lesson 1).
- As a class generate a list of verbs that describe how the apparatus or carnival ride moves:
 - A ladder *slides from a high to a low level, smooth energy*
 - A ferris wheel *spins or turns slowly in large circles, smooth energy*
 - A rollercoaster uses both *smooth and sharp* energies as it twists and turns quickly, up and down and side to side
 - A bounce house uses *bouncy energy*
 - Other words: swing, shake, twirl, roll, push, pull, reach, wiggle, etc.
- Select one verb from your list (e.g. *swing*) and have students warm up their body using that energy: *swing* the head, one arm, both arms, swing one leg forward and back, side to side, bend forward and swing the torso from side to side, etc.

Music: "Sally the Swinging Snake" or any moderate tempo music without words.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- **Part 1** 20 minutes
- Discuss the words *force and energy*: there is a certain amount of effort or strength it takes to do certain movements. When we move with a lot of force, we use strong or heavy energy. When we move with less force, we use light energy. When we mix up movements using these energies we change the way the movement looks.
- Demonstrate a normal *walk* for the class.
- Modify the *quality* of the walk by adding a different kind of force/energy to the walk:
 - Heavy Walk
 - Light walk
 - Bounce the walk
 - Swing the walk
 - Walk sharply
 - Walk wiggly
 - Strut the walk
 - As a whole group or in smaller groups, ask students to perform walking around the room using different qualities/energies: bounce, swing, jerky, wiggly, sharp, smooth, etc.
- Include head, shoulders, arms and whole body as you continue to change the quality of the

walk (e.g. bounce the head and shoulders and walk with a bounce).

- **Option:** To challenge students, increase or decrease the *speed* as you teach the difference between energy-opposing movements:
 - Turn slowly one time around and spin around quickly 3 times
 - Melt slowly to the floor like an ice cream cone on a hot day and collapse to the floor as if you fainted (practice safe falling by bending the knees, settling on the hip, catch with the hand, and slide to a lying position)
- **Part 2, 20 minutes**
- Select 4 or 5 of action words (movement *qualities/energies*) from your list that explores opposing energies (e.g. sharp and smooth; push and pull; float and collapse; pound, punch and slice; and spin and swing).
- Talk about what the word means (e.g. float). Then give an example of what the movement would look like (light and lifting like a balloon or cloud).
- Select one body part or the whole body and demonstrate and have students mimic or create movement using different energies:
 - **Swing** – swing one arm, swing both arms, one leg, wrists, head, ankle from a fixed point (light force)
 - **Sway** – lean or bend, forward, backward, side to side (arms, legs, head, whole body)
 - **Spin** - like riding a merry-go-round – twirl or spin a finger, roll your head, spin your whole body
 - **Push** – someone on a wagon up a hill (heavy energy)
 - **Press** – apply steady and firm (but not rough) pressure with hands or arms, hand to hand, to wall, head, to a partner's hand or shoulder
 - **Pull** – on a rope against five other children (other words to use are *drag or tug*).
 - **Pound/punch** – with fists, pound down on the air or punch like a karate expert or boxer.
 - **Bounce** – like a rubber ball
 - **Relax or loose** – like a limp piece of string (floppy)
 - **Wiggle** – like a worm or someone holding and shaking a cooked piece of spaghetti
 - **Shake** – like someone shaking a salt shaker
 - **Sharp** –stiff, strong movement that is percussive or striking (also use the word *strike*)
 - **Slice** – broken, cutting movement that is more fluid. Done quickly, the slice turns into choppy movement.
 - **Float** – like a balloon or a cloud; light energy, lift up on tip toes, smooth arms reaching to the sides and above.

Music: "Get Up and Go", (play the "shake", "stick man", and "bounce and jiggle like a rubber-band" portions of this song) and "Move Like a Machine", or any music without words.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- **Part 1, 20 minutes each**
- **Create Thematic Dance:** (Move in personal and general space) Select one to three themes.
- **Move Like a robot** (movement should be sharp and jerky, all body parts).
 - Ask students to perform the move like a robot with a brand new full battery (you might need to explain what a full battery is and how quickly something will operate on a fully charged battery).
 - Slowly the robot runs out of battery power (gradually get slower and slower until in slow motion).
 - The robot has received a jolt of electrodes and is stuck in quick sharp movement that moves and stops, moves and stops.
 - The robot is stuck on full power.
- **Move like a leaf on a tree** (encourage students to increase dynamic range, speed, and level by asking prompting questions)
 - "What does a leaf look like that is attached to a very tall tree in a gentle wind?"
 - "What happens to the leaf that falls off the tree?" (Remind students that a leaf falls with *light energy*)

- "What happens to the leaf as it falls from the tree in a gentle breeze? (The leaf should travel somewhere rather than fall straight down).
- What happens to the leaf as it falls from the tree in a very strong wind?"
- How would the leaf move along the ground as it is blown by a strong wind?"
- As students are performing, ask them what level (high, medium or low), speed (fast or slow) and force/effort (light, heavy) and energy (gentle, swaying, sharp, slicing, etc.) they are using.
- **Move like a Volcano** (energy movement words are italicized)
 - Dance like a volcano: student starts at a low shape with hands pressed together, (the body is the cone).
 - We *press* our hands together and create *tight pressure* as we stretch down to the ground.
 - We build the energy up through our legs, hips, stomach, and chest.
 - We continue to press our hands together very *strongly* as we lift our arms above our head and release the pressure through the hole of the volcano.
 - We *explode!* Our arms are *sharply pushed* away from our body as we release the pressure and *relax* in a *loose* state as we return to where we started.
- As you tell the story, ask the students to identify the quality of movement (verbs) they are using. Have them say the word, then perform and say the word at the same time.

DEBRIEF & EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?*)

- Give *Quality of Movement Assessment* – Leaf, Robot and Volcano Dance.
- Ask each student or group immediately after performing to share
 - Which type of force/effort was used (heavy, light)?
 - Which qualities were used?
- What speed (fast, medium or slow), levels (high medium or low), and shapes (angular, curved, etc.) were used?
- Option: Ask the audience to identify the elements seen in each group's dance.
- "How did you know when to move with a particular energy?" (Cue was the quality of movement [verb])

EXTENSION (*Expectations created by the teacher that encourage students to participate in further research, make connections, and apply understanding and skills previously learned to personal experiences*)

- Ask students to explain how they feel when they move. (e.g., "When I move swingly, I feel happy" or "When I move sharply I feel strong.")
- Science connection:

Action and Reaction

1. Introduce vocabulary
 - a. force
 - b. push
 - c. pull
 - d. gravity
2. Discuss **force**: Force is a push or pull upon an object resulting from the object's *interaction* with another object. Whenever there is an *interaction* between two objects, there is a force upon each of the objects. When the *interaction* ceases, the two objects no longer experience the force. Forces only exist as a result of an interaction.
3. Discuss things your students might know about action and reaction relationships
 - a. bat and ball
 - b. jumping on a trampoline
 - c. dislodging ketchup from a ketchup bottle
 - d. riding a skateboard (or wagon or bicycle), you hit a curb and fly forward, the motion of the skateboard abruptly stops.

Part One (Ref: *Learning Through dance/Movement* by Susan Cambigue)

Action and Reaction of the Trampoline

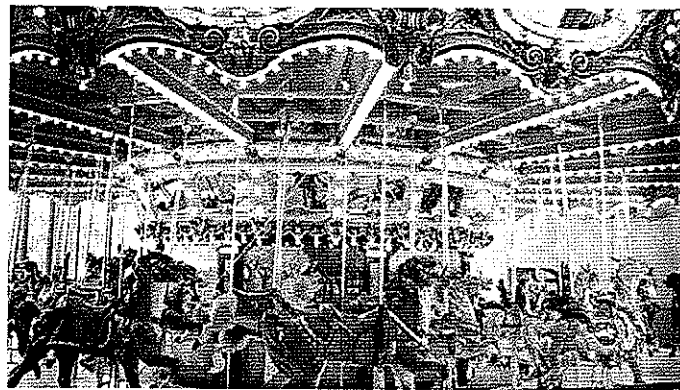
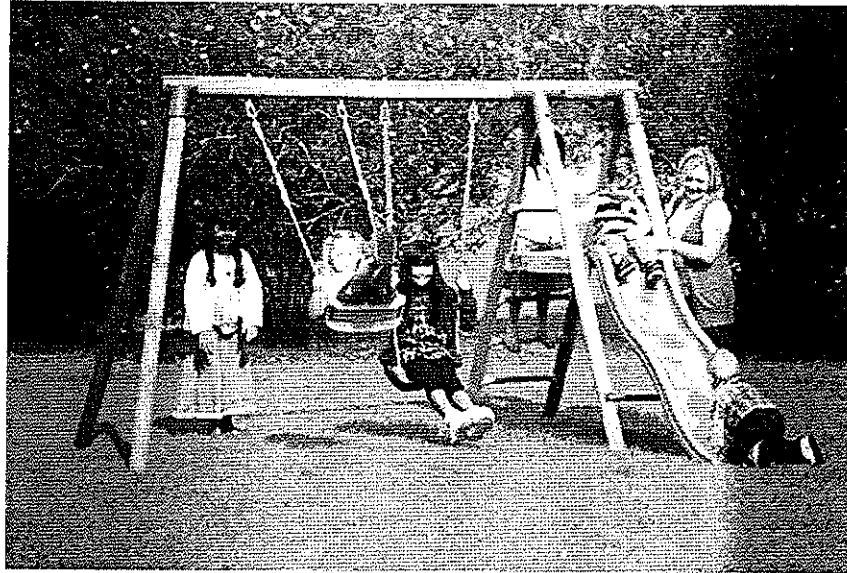
4. In a large space, assign a group of 6 to 8 students to freeze in a strong shape. Each shape should be unlike any other shape within the group.
5. Assign one or two students to move quickly from one person to the other, briefly stopping to lightly (but firmly, no slapping or punching) touch one of the students.
 - a. The rest of the class watches.
6. When the frozen student is touched, that person will immediately react by quickly changing the shape or a part of the shape.
7. Perform this activity for about 1 minute. Remember to recognize and call out what you are seeing. Encourage students to react quickly.
8. Repeat with another group of students.
9. Option, have the runner touch a different body part and the frozen person is allowed to move ONLY that body part.

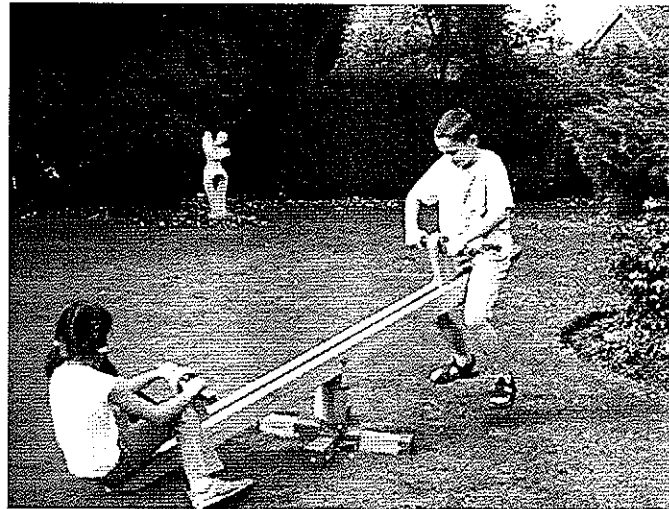
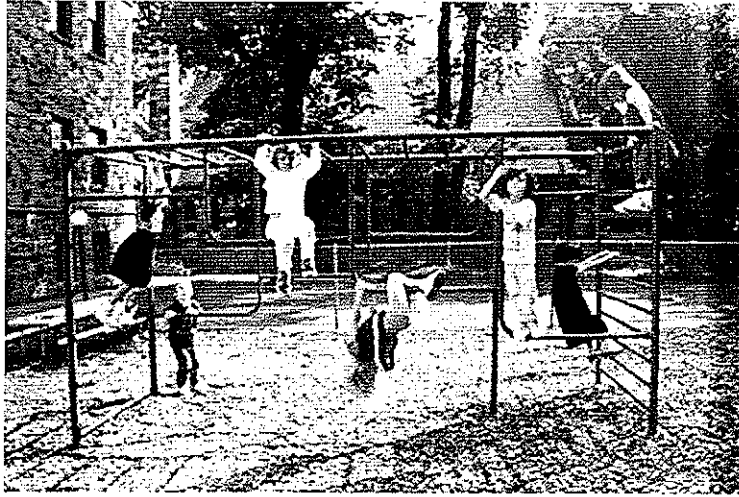
Part two

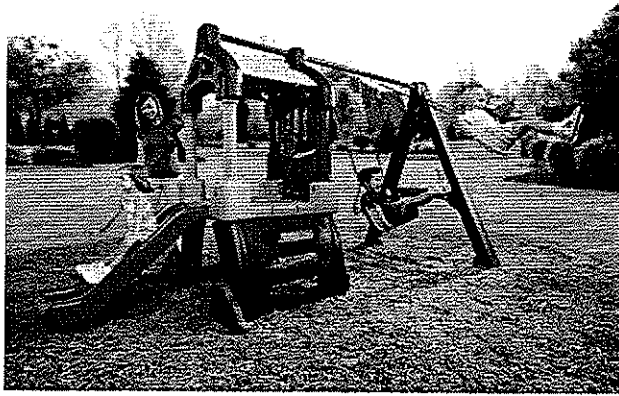
1. Discuss the motion of a trampoline. Pose the problem: if a student were to jump next to you on a trampoline, what would happen to you? (You would pop up into the air as the other student came down onto the trampoline).
2. Set up the class as before with students frozen in a strong shape.
3. Assign one or two students to run and jump up and land next to a frozen person in a strong, frozen shape.
4. As soon as the jumper lands, the student who was frozen jumps up into the air and moves quickly to another student, jumps up and lands in a shape and so on.

Pictures – Amusement Park and Playground Apparatus









QUALITY OF MOVEMENT ASSESSMENT

Student Name _____

ROBOT DANCE	
Force/Effort Used	<i>Circle one</i> Heavy Light
Dynamics Used	<i>Circle one</i> Smooth Sharp
Quality Used	<i>Write the verbs here</i>
Speed Used	<i>Circle one or more</i> Fast Medium Slow
Levels Used	<i>Circle one or more</i> High Medium Low

For the Teacher:

ROBOT DANCE Quality of movement (verb): slicing, jerky, choppy, slashing, stiff, rigid, etc.

QUALITY OF MOVEMENT ASSESSMENT

Student Name _____

LEAF DANCE	
Force/Effort Used	<i>Circle one</i> Heavy Light
Dynamics Used	<i>Circle one</i> Smooth Sharp
Quality Used	<i>Write the verbs here</i>
Speed Used	<i>Circle one or more</i> Fast Medium Slow
Levels Used	<i>Circle one or more</i> High Medium Low

For the Teacher:

LEAF DANCE: Quality of movement (verb): sway, float, drift, fall, tumble, flip, toss

QUALITY OF MOVEMENT ASSESSMENT

Student Name _____

VOLCANO DANCE	
Force/Effort Used	<i>Circle one</i> Heavy Light
Dynamics Used	<i>Circle one</i> Smooth Sharp
Quality Used	<i>Write the verbs here</i>
Speed Used	<i>Circle one or more</i> Fast Medium Slow
Levels Used	<i>Circle one or more</i> High Medium Low

For the Teacher:

VOLCANO DANCE: Quality of movement (verb): press, push, tight, explode, flow, shake

Grade 1 Dance Lesson #2

Element of Energy Qualities of Movement

Lesson-at-a-Glance

Warm Up

Review energy words from lessons #1 and perform them to instrumental music.

Modeling

Discuss the words *smooth, sharp, swing, shake, wiggle and bounce* and what types of objects would move with each type of movement quality. Play music and ask students to perform each of the action words. Change the speed and level to challenge students.

Guided Practice

Use listening and speaking skills by playing musical accompaniment and asking students to describe what the music sounds like and what kind of movement would be performed. Challenge students with improvisation by allowing them to move and change their quality of movement as the music changes.

Debrief

As a group, discuss the movement qualities/energies explored. Make connections to feelings and emotions (e.g. when I move wiggly I feel silly). Use the *Quality of Movement Checklist and Rubric* to evaluate the accuracy of student movement which type of force/effort, movement quality, levels, speeds and shapes were used in each of the dances.

Extension

Draw lines, shapes and pictures. Identify sharp and smooth areas. Share with class or write in a journal. Learn patterns through creating a dynamic dance. Identify movement qualities for animals. In literature, look for movement quality words within text.

Materials

Movement Quality Checklist and Rubric
CD Player and Music

Assessment

Discussion, Performance, Q&A, Movement Quality checklist and rubric

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.3 Identify letters, words, and sentences.

Reading Comprehension: 2.6 Relate prior knowledge to textual information.

Writing Strategies: 1.2 Use descriptive words when writing.

Writing Applications: 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

DANCE – GRADE 1

MY PLACE IN SPACE - ENERGY

Qualities of Movement

Lesson 2

(Done in conjunction with Lesson 1)

CONTENT STANDARDS

1.1 Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

TOPICAL QUESTIONS

- How do I use force and energy to create movement of different qualities?

OBJECTIVES & STUDENT OUTCOMES

- Students will explore and demonstrate qualities of movement.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Movement Quality Checklist (included)
 - Movement Quality Rubric
 - Student response to inquiry
 - Student performance
- **Feedback for Student**
 - Teacher response and feedback

WORDS TO KNOW

- **qualities of movement:** *How a movement is done.* The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. Movement qualities are considered a part of the element of force/energy.
- **force/energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions.

MATERIALS

- CD Player
- CD's:
 - "Listen and Move Versions 1 and 2"
 - "Contrast Concerto: Energy"
 - Music and Movement in the Classroom Grades 1 and 2, Steven Traugh

RESOURCES

- *Music and Movement in the Classroom PreK-K*, by Steven Traugh; "Listen and Move versions 1 & 2"
- *Music for Creative Dance*, by Eric Chappelle; "The Bayou Both Step", "Contrast Concerto: Energy"

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Refer to lesson #1: Review basic energies heavy, light, sharp, smooth, swing, bounce, wiggle, etc. and warm up the body

- Perform to instrumental music (recommended) or follow the vocal prompts in the songs below.

Music: Any of the following: "Balling the Jack", "Body Rock", "Shimmy Shake" and/or "Get up and Go"

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- This lesson will extend the learning about energy to include a greater breadth of movement.
- Chart and discuss the words *smooth, sharp, swing, shake, wiggle and bounce*.
- Give examples of objects, states of being, chores, etc. that use these kinds of energies, (emphasize the movement of the object or state of being):
 - **Smooth** (pour like syrup, butter, sliding down a water slide, a rolling wave)
 - **Sharp** (scissors (cutting), knife (slicing), being scared or startled,)
 - **Shake** (being cold, scared, tambourine, bells, earthquake, maracas)
 - **Swing** (mopping floors, swing set, chain, elephant trunk, a bat or golf club, sway lying in a hammock)
 - **Wiggle** (cooked spaghetti, bowl of jello, feeling silly)
 - **Bounce** (rubber ball, kangaroo, bounce/jump house, jumping ball, pogo stick, rabbit)
- Play the music "Listen and Move"
- The prompts in the song are "walk, gallop, tiptoe, run, skate, and hop.
- Add an energy quality to each music prompt
 - Walk wiggly
 - Gallop and swing or gallop and stop and bounce.
 - Tip Toe and move your arms sharply and then move them smoothly on the "shhhhhh" part of the music
 - Run in place and shake your whole body
 - Skate and move your arms and legs smoothly or swing them
 - Hop or jump and move your arms, head and shoulders sharply or stop and bounce.

Note: This song is an excellent choice for exploring level changes, speeds, shapes, with each change in musical phrase.

- Ask the following questions:
- "Which energy did you like better (*bounce, sharp, smooth, wiggle, swing, or shake*)? Why?"
- "How do different energies make you feel?" Discuss each of the six words briefly. Answers might include wiggly or bouncy (feeling silly), smooth (graceful, tired, like a ballerina), sharp (strong, energetic), etc.

Music:

- "Listen and Move"

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

Part 1: 10 minutes

Tell students they are going to do a listening and moving exercise and that they should do movement that matches the music.

- Music: "The Bayou Both Step"
- There are two parts in this piece; a quick, bouncy, wiggly first part and a slower, smooth, skating second part.
- Play the music and allow the students to move according to what they hear.
- Note: if students need more instruction, play the music first. Discuss what kind of energies each of the two sections suggest, then allow them to move.
- Use the check sheet to track students who correctly interpret the changes in music.

Part 2: 20 minutes

- Have students dance using six different types of movement energy: *smooth, sharp, swingy, bouncy, wiggly and shaky*.

- Select two at a time to explore (contrasting energies are best i.e. smooth and sharp, smooth and wiggly, swing and shake, etc.
- Explain that when the music changes ("Contrast Concerto: Energy"), the students will change their movement energy.
- Give vocal prompts as music is playing.
 - *Option 1.* Play the music then instruct students which energy to use.
 - *Option 2:* Ask students to interpret using dance language what they hear in the music. Identify the type of movement that would be seen in this part of the music then perform.
 - *Option 3:* Students improvise appropriate movement as they hear the music.
- Make specific comments that are appropriate for each section of music "I see Johnny really *shaking* his legs" or "I see Julie *swinging* her arms very fast".
- If students are ready, encourage them to change levels (low, middle and high) dance in personal (self) and general space and change speed (fast and slow) to motivate greater range and exploration.
- Use the checklist and/or rubric to evaluate student performance.

Variation: (to whole group dancing)

- Divide class into halves or quarters to create a wheel.
- Each group demonstrates only one type of energy as depicted in the song.
- Prompt students to move in personal (self) or general space.
- After going through the entire song, rotate the wheel and have each group perform a different energy.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the *Quality of Movement Checklist and Rubric* to evaluate the accuracy of student movement.
- Ask students to explain how they felt when they moved e.g.. "When I move swingy, I feel happy" or "When I move sharply I feel strong".

EXTENSION (*Climate of expectation is created by the teacher that encourages students to do further research, look for connections and apply understanding and skills previously learned to personal experiences*)

1. Draw shapes and lines that are sharp (e.g., triangle, zigzag, arrow, star) and smooth (e.g., curve, circle, squiggle). Share with class or write in a journal.
2. Learn patterns through creating a dynamic dance:
 - Arrange students in groups of 3 or 4. Ask them to choose two qualities of movement and perform in two different ways. Ask them to repeat it 4 times in succession.
 - Perform for the class. Combine two groups together to create a dance. Both groups will start and end in a frozen shape. (e.g., group #1 dances while group #2 stays frozen in their shape. When group 1 finishes dancing and freezes in a shape, group 2 dances and freezes in a shape when they are done.)
 - Have both groups dance at the same time and freeze in a shape to end the dance.
 - To make this dance even more challenging, ask students to perform to a musical selection that has speed or energy changes.
 - Ask students to listen carefully and perform their dances with the appropriate movement and speed.
3. Arrange students in a circle and one at a time ask a student to lead the group in a movement, calling out the energy (swing, wiggle, bounce, etc). Or use sets of flash cards with descriptive actions, speeds, levels, etc. to perform. Use cards in combinations. (e.g., card one reads *wiggle* and card two reads *slowly* or *shake* and *low level*.) Students perform in whole or small groups.
 - Divide class in half. Have one half of the class dance, the other acts as the audience. Have the "audience" make comments on what they saw being performed. Switch groups.
 - Make ongoing comments as students perform encouraging them to move in a wider range.

4. Discuss how animals use different types of movement energies (e.g. snail vs. a chimpanzee). Have students dance like these animals using those qualities. Add animal sounds.

Element of Energy/Force

Movement Quality Rubric

Name	Advanced 4	Proficient 3	Basic 2	Approaching 1
1.				
2.				
3.				
4.				
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21.				
22.				
23.				
24.				

4. Student can accurately demonstrate all six (6) movement qualities: *smooth*, *sharp*, *swing*, *bounce*, *wiggle* and *shake*, independently, with little or no coaching.

3. Student can accurately demonstrate four (4) of the six (6) with little coaching.

2. Student needs moderate coaching and assistance with demonstrating four (4) of the movement qualities

1. Student needs coaching throughout most of the movement qualities in both hearing and demonstrating.

Movement Quality Checklist

A check mark indicates the student is able to perform the movement quality with appropriate body movement.

Name	Smooth	Sharp	Swing	Wiggle	Shake	Bounce

Smooth Movement: fluid, long, stretched arms moving into and out of gentle curves, loose shoulders, torso and legs that sway or otherwise moves lightly and gently.

Sharp Movement: strong, choppy, jerky, quick, abrupt, angular arms, legs, head movement, jagged, pointed

Swing Movement: free pendulum motion of the body and its parts, forward and back, side to side, sway, rock, to and fro

Wiggle Movement: movement is loose, irregular and demonstrates moving curves throughout the arms, through the torso to the legs, wiggle, jiggle, and squirm

Shake Movement: quick and short movement of arms, legs, head, shoulders, whole body, forward and backward, up and down, tremble, vibrate, quiver, shiver

Bounce Movement: jumping, hopping, springing and rhythmic, up and down, rebound, head, hands, whole body

Grade 1 Dance Lesson #2B

ENERGY – QUALITIES OF MOVEMENT *Cinquain Poem*

Lesson-at-a-Glance

Warm Up

Review energy words. **Present Word Cards:** Hold up dance word cards. Say the word. Determine if the word is *sharp* or *smooth*. Have the students say the word on the card and then if it is sharp or smooth. Categorize into two groups in a pocket chart or magnetic board.

Modeling

Discuss and construct a *cinquain poem* about force and energy.

Guided Practice

Create movement for each line of the poem and perform.

Debrief

Videotape performance so that students may watch and self assess; seeing if they can make their dance movement clearer. Discuss the definition of the *Cinquain* poem and the process for creating one.

Extension

Have students write their words and cinquain poem and display in a class collage. Create cinquain poems for other dance elements.

Materials

Word cards
Student Worksheet
CD Player and Music
Camcorder

Assessment

Discussion, Performance, Q&A, Worksheet, Video

Standards

VAPA 5.1 Give examples of how dance relates to other subjects (e.g. mathematics-shape, counting; Language arts-beginning, middle, and end).

ELA Word Analysis: 1.1 Match Oral words to printed words.

Writing Strategies: 1.2 Use descriptive words when writing.

**DANCE and ELA INTEGRATION– GRADE 1
ENERGY – QUALITIES OF MOVEMENT**

Cinquain Poem

Lesson 2B

CONTENT STANDARDS

VAPA 5.1 Give examples of how dance relates to other subjects (e.g. mathematics-shape, counting; Language arts-beginning, middle, and end).

ELA 1.1 *Word Analysis:* Match oral words to printed words

ELA 1.2 *Writing Strategies* Use descriptive words when writing.

TOPICAL QUESTIONS

- How do I use dance action words to write a cinquain and interpret through movement?

OBJECTIVES & STUDENT OUTCOMES

- Students will write a cinquain poem and create qualities of movement for the poem.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Student Worksheet
 - Student response to inquiry
 - Student performance
- **Feedback for Student**
 - Teacher response and feedback
 - Worksheet

WORDS TO KNOW

- **force/energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions.
- **qualities of movement:** *How a movement is done.* Movement qualities are considered a part of the element of force/energy. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing.
- **cinquain:** a five-line poem

MATERIALS

- Camcorder
- Student Worksheet
- Movement Words
- CD Player
- CD's:
 - "Listen and Move" instrumental version
 - "Contrast Concerto: Energy"

RESOURCES

- *Music and Movement in the Classroom PreK-K*, by Steven Traugh; "Listen and Move versions 1 & 2"
- *Music for Creative Dance*, by Eric Chappelle; "The Bayou Both Step", "Contrast Concerto:

Energy”

- *Creative Dance for All Ages*, by Anne Green Gilbert, 1992, American Alliance for Health, Physical Education, Recreation and Dance, pp 192-193 and 201

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Refer to lesson #1: Review basic energies shake, sharp and stiff, twist, wiggle, etc. and warm up the body
- Perform to instrumental music (recommended) or follow the vocal prompts in the songs below.
- **Present Word Cards:** Hold up dance word cards. Say the word. Determine if the word is *sharp* or *smooth*. Have the students say the word on the card and then if it is sharp or smooth. (e.g., glide-smooth or chop-sharp). Stretch out the word *smoooooth* and shorten the word *sharp*! Categorize into two groups in a pocket chart or magnetic board.
- Divide the room in half: one side is *smoothland* and the other *sharpland*. Divide the class in half and go through the list of words having students dance smoothly or sharply. Switch sides so that students can dance both smooth and sharp energies.

Music: Any march or rock music, or *Contrast Concerto: Energy*

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Discuss with students the **cinquain poem**.
- Discuss with students that force (the amount of effort) and energy changes the way a movement looks and the cinquain poem they will create will be about force and energy in dance.
- Select the following action words: slash, swirl, sway and shake
- Construct a *cinquain*
 - Line 1: start the poem with the word **force**
 - Line 2: use the words **sharp** and **smooth** to represent the two categories
 - Line 3: change three of the words (**slash, swirl, sway**) into *-ing* words
 - Line 4: write a phrase for the forth word (We can shake the space.).
 - Line 5: complete the poem with the word **energy**.
- Assign a frozen shape to lines 1 and 5, one shape represents sharp and the other, smooth.
- Assign 4 counts of movement to each of the action words (slashing, swirling, swaying, shake)
- Assign movement to illustrate line 4.
- Perform the poem as it is read, with or without music.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Divide students into several smaller groups.
- Provide each group with 4 action words.
- Following the format above, construct a cinquain.
- Create movement for each line of the poem.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Perform the cinquain poem for the class (with or without music).
- Videotape performance so that students may watch and self assess seeing if they can make their dance movement clearer.
- ***Note:** You might choose not to read the poem aloud and ask the audience, instead, to guess what the action words are and if they are sharp or smooth just by observing the movements.
- Have students write their words and cinquain poem and display in a class collage.

EXTENSION (*Climate of expectation is created by the teacher that encourages students to do further research, look for connections and apply understanding and skills previously learned to personal experiences*)

- Create cinquain poems for other elements of dance.

ENERGY MOVEMENT WORDS

shake

vibrate

bounce

slash

flick

punch

dab

dodge

scurry

kick

poke

chop

jab

strike

pound

shove

zigzag

swing

wiggle

float

stretch

swirl

twirl

glide

press

wring

melt

collapse

push

curve

wavy

A CINQUAIN is a five-line poem.

Cinquain Pattern #2

Line1: A noun

Line2: Two adjectives

Line 3: Three -ing words

Line 4: A phrase

Line 5: Another word for the noun

Source: http://hrsbstaff.ednet.ns.ca/davidc/6c_files/Poem%20pics/cinquaindescrip.htm

Force Sharp, smooth Slashing, swirling, swaying We can shake the space. Energy	Line 1:	one word(subject or noun)
	Line 2:	two words(adjectives) that describe line 1
	Line 3:	three words(action verbs) that relate to line 1
	Line 4:	four words(feelings or a complete sentence) that relates to line 1
	Line 5:	one word(synonym of line 1 or a word that sums it up)

STUDENT WORKSHEET – CINQUAIN

Our four action words:

1.	2.
3.	4.

Our Cinquain

Force
Sharp, smooth
Energy

Grade 1 Dance Lesson #3

Qualities of Movement Creating Movement from Everyday Tools

Lesson-at-a-Glance

Warm Up

In pairs, think of as many tools as possible and chart. Discuss the movement the tool makes and the quality of movement/energy words associated with it.

Modeling

Show a pair of scissors to the class. Discuss the parts that make up the tool and describe the action and quality of movement. Demonstrate the action, students mimic and repeat the words used to describe the movement. Find alternative ways to show scissors.

Guided Practice

Set class up for either a small or large group activity. Select a tool, ask students to identify the parts, the action and movement quality. Create a movement or series of movements for a part of the tool. All students in a group will combine their individual movements to create the entire working tool. Use sounds if desired.

Debrief

As a group, discuss the tools that were explored and the movement qualities associated with each. Provide each student with a worksheet to recap the activity. Use the individual and group performance rubric to assess level of participation and achievement in creating tools with appropriate quality. Discuss how energy is an important part of doing work and play and school.

Extension

Write short sentences and speak them clearly as the machine is running that will be repeated over and over again while performing; write descriptive sentences to describe the action; or recite something from a book or poem. Videotape the performances for later identification and discussion if desired.

Materials

Group and Individual Performance Rubric
Everyday tools found in the classroom.
Video Camera and Monitor (optional)

Assessment

Discussion, Performance, Q&A, Movement Quality checklist and rubric

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.3 Identify letters, words, and sentences.

Writing Strategies: 1.2 Use descriptive words when writing.

Writing Applications: 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

**DANCE – GRADE 1
QUALITIES OF MOVEMENT**

**Creating Movement from Everyday Objects
Lesson 3**

CONTENT STANDARDS

- 1.1 Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements.
- 2.1 Use improvisation to discover movements in response to a specific movement problem.

TOPICAL QUESTIONS

- How can I use my observational skills to identify the energy seen in a moving object and recreate it with my body?
- How do I identify the sequence of events from the action of a common tool to its result?

OBJECTIVES & STUDENT OUTCOMES

- Students will use their observational and problem solving skills to create a simple movement study from beginning to end.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Group Performance Rubric
 - Individual Performance Rubric
 - Student response to inquiry
 - Student Worksheet
 - Performance
- **Feedback for Student**
 - Teacher response
 - Performance and Individual rubrics
 - Student Worksheet

WORDS TO KNOW

- **qualities of movement:** *How a movement is done.* The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. Movement qualities are considered a part of the element of force/energy.
- **force/energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions.
- **time:** an element of dance involving rhythm, phrasing, tempo, accent, and duration

MATERIALS

- Simple tools or pictures of tools
 - scissors
 - pencil sharpener
 - stapler
 - tape dispenser
 - paper clip
 - rubber band
 - zipper

- light switch
- balance scale
- hammer and nail
- screw driver
- paper dispenser
- Window blinds
- Doorknob
- Video Camera and Monitor (optional)

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- In pairs or groups, ask students to think of as many kinds of tools as they can.
- Identify the shape of its parts, action words or movement, and the quality of its movement(energy). You may choose to create a chart for the info:
TOOL/SHAPE/MOVEMENT/ENERGY
 - scissors – circular handles, triangular blades, hinged, swings, open and closes ,slices, cuts, sharp, can be done slowly with control or quickly
 - pencil sharpener – circular body, turns, arm rolls or spins,*sharp, grinds*
 - stapler – rectangular, hinged, opens and closes, *press smoothly, slowly, or strike quickly*, causes staple to *bind, fasten* or *clasp* paper together
 - tape dispenser – circular and rectangular, rolls, turns, fastens objects, *sticky*
 - rubber band – circular, stretches slowly, snaps back quickly, circular, binds, wraps, wind
 - hammer – long and straight, circular and clawed head, *swing, pound, drives* nails downward, strong, forceful energy
 - screw driver – straight, twists, turns, twirls, in/out or up/down, *fastens, binds*
 - zipper – V-shape when open or straight line when closed, moves in a straight line, weaves, open to closed, wide to narrow, up/down
- Other common items to consider
 - balance scale
 - paper dispenser
 - paper clip
 - light switch
 - key and a lock

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Show students a pair of scissors and model how they work.
- Model the scissors motion with your body. (To model scissors, place your hands on shoulders, raise and lower your right leg to the side while tilting the body to the left. Make the movement slow, controlled and rather stiff.
- Discuss the kind of shape, speed, energy and action(movement) you are demonstrating; circles and lines, smooth energy, slow speed, and the action of slicing or cutting.
- Ask students to mimic your movement repeating the words *smooth energy, slow speed slice and/or cut*.
- Repeat this process of **show, demonstrate, mimic and respond** for two more tools (use recommendations below or choose your own from the list above):
 - **Rubber band:** Show the object and how it works OR give a pair of students the object to observe. Demonstrate the object physically. Start in a small shape, stretch widely and slowly as far as you can. Snap back to a small shape. As you do the movement use the words *stretch slowly, smooth energy, snap back or rebound quickly with sharp energy*. Ask students to mimic and say the words.
 - **Hammer:** Show a hammer and a nail. Demonstrate (starting at a high level and using either the arm/hand or leg foot) pound or stomp while slowly lowering level of the body. Use the words *pound or strike, quick, sharp energy, high to low level slowly*. Have students mimic and respond verbally.
 - Move students toward understanding that they can move quickly and forcefully **and**

slowly as they lower their body to a lower level.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

Option 1 – 30 minutes

- **As a small group activity** (if students can already work in independent groups):
- Divide students into groups of four.
- Establish rules for this activity on the board:
 1. Explore your tool
 2. Each group member must represent a part of the tool
 3. Practice moving like the tool three times
 4. Allow 5-10 to explore.
- Give each group a familiar tool to observe (e.g. scissors). Ask students to observe it carefully. What does the object look like and what are its parts? (Shape) (two straight blades and two circular handles joined at the center). How does the object work? (Movement, energy & speed) (Slices, cuts, smooth, slow).
- Ask students to begin exploring movements that represent the parts of the tool.
- Ask students to think of the relationship between the parts of the object and the whole tool as well as its action.
- Check to make sure students identify the sequential order for the action of the object. (e.g. tape dispenser: *pull* tape *slowly*, tape *rolls* out in *straight line*, tape is torn off *quickly*, *sharply*, tape sticks two or more objects together *clasp* or *fasten* and *hold tight*, *freeze*).
- Allow students to make appropriate sounds.
- Assign 8 counts for each action in the sequence to occur (pull out tape and roll for 8 counts, slowly rip the tape for 8 counts, fasten 2 or more objects together for 4 counts, freeze for 4 counts).
- Groups perform. Following each group's performance, the "audience" tries to guess the correct tool.

Option 2: 30 minutes

- **As a whole class activity** (students rehearse a more structured activity):
- Choose the tape recorder (or other familiar tool with multiple moving parts) as the tool. (Parts: *play button* (goes up and down), *two wheels* turning together, the *head* that presses against the tape, the *fast forward*, *rewind* and *pause* buttons).
- Identify the action words (push, press, wind, roll, forward, reverse, stop, fast, slow, etc.).
- Ideas for action:
 - Push *play*. Two wheels turn, head presses against the rolling tape.
 - Press the pause button to stop action.
 - Press *rewind* at a fast speed. <Pause>
 - Push *forward* button and move the tape moderately.
 - Machine loses power and the tape moves slowly and comes to a stop.
- Have the entire class work in small groups to create movement simulating the parts and actions of the tape recorder.
- Compare and contrast one group's ideas to the others.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the performance assessment at the end of this lesson (group and individual).
- **For discussion:** Encourage students to use dance vocabulary. (e.g., stiff, straight, curved, roll, wiggle, small shape, low shape, etc. as you ask the following questions:
 - "What did you learn about tools that you didn't know before?" (Tools use specific speeds and energy to make it work; I use specific energy on the tool and make it work; tools help me to get a job done, etc.).
 - "In what ways did you use your body to show how the tool works?" (I can interpret through body action how a tool works by using the same type of energy).

- "What was challenging about working in a group to create a tool?"
- "What process did you use to create your tools and their actions?" (*Consider identifying the parts of the tool, discussing how the tool and its parts work, planning and determining sequence, improvising the movement, working together, etc.*)
- For further consideration:
 - "What would happen if a tool were missing a part?"
 - "What would happen to your body if it were missing a part?" (Discuss the importance of keeping things in good working condition. Extend to keeping the body healthy: rest, play, nutrition and the importance of relying and depending upon other people.
 - What would happen if a tool did not have the lubrication it needed to work?
 - What would happen if your body didn't have the fuel (food, water) it needed?
 - How does fuel and water affect energy and performance efficiency?

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Ask students to take notice of tools they see and use around the house and at school.
- Ask each student to come back to class with one tool or machine that they have "studied".
- "What does this tool or machine do? How does it work?"
- "Can you make up a dance about this tool or machine?"
- **Literacy Connection:**
 - Write short sentences and speak them clearly as the machine is running. That will be repeated over and over again; write descriptive sentences to describe the action; or recite something from a book or poem.
 - Videotape the performances for later identification and discussion if desired or perform before a live audience.

Student Worksheet - Tools and their Movement

Name _____

What tool did my group create? Write the name of the tool in this space.

What movement qualities does my tool use?

Which part of the tool did I create?

Draw a picture of your group's tool.

Grade 1 Dance Lesson #4

Communication Expressing Feelings Through Movement

Lesson-at-a-Glance

Warm Up

Generate a list of familiar feelings and emotions. Show pictures or facial expressions and ask students to identify how the character is feeling. Warm up to music about feelings.

Modeling

Discuss feelings. Create facial expressions based upon a given word (happy, sad, mad, etc.). Create frozen shape showing that same emotion using posture and gesture. Discuss the role of exaggeration in making meaning clear.

Guided Practice

In small groups, create a feeling dance. Select a feeling and create a frozen shape. Create locomotor and/or axial movement that expresses the feeling and end in a frozen shape. Use this procedure to create animals and characters with feelings. Discuss what energy, size, level and speed the body employs to create a particular feeling.

Debrief

Discuss with the group the role of posture, gesture and facial expression to communicate feelings. Use the performance rubric to assess the student's ability to follow direction and communicate feelings through movement.

Extension

- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined
- Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.

Materials

Group and Individual Performance Rubric
Flash Cards and Illustrations of Emotions
CD's and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.3 Identify letters, words, and sentences.

Writing Strategies: 1.2 Use descriptive words when writing.

Writing Applications: 2.1 Write brief Narratives describing an experience.

DANCE – GRADE 1 COMMUNICATION

Expressing Feelings Through Movement

Lesson 4

(Do in conjunction with lesson 5)

CONTENT STANDARDS

- 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
- 4.3 Describe how they communicate an idea or mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

TOPICAL QUESTIONS

- How do I communicate feelings through body movement?
- How can I create a dance about feelings?

OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate how dance communicates as they use prior knowledge and experiences to show feelings and ideas, or tell a story through body movement.
- Students will use and demonstrate their knowledge of movement vocabulary through performing and observing.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Performance Rubric (included)
 - Student response to inquiry
 - Performance
- **Feedback for Student**
 - Teacher response
 - Performance Rubric

WORDS TO KNOW

- **gesture** - (movement of a body part or combination of parts, with emphasis on the expressive aspects of the move)
- **posture** – the way one holds or carries one's body
- **exaggerate** – to make gestures, postures or movement appear more noticeable or prominent than is usual or desirable.

MATERIALS

- CD Player
- CD's:
 - "What Do People Do"
 - "Everybody Has Feelings"
 - "Halloween On Parade" or other standard march music.
 - "Show Me What You Feel"
 - "Animal Action I and II"
- Emoticon Chart (included)
- Emotion Flash cards (included)

RESOURCES

- *Getting to Know Myself*, by Hap Palmer; "Feeling", "What Do People Do"
- *Ideas, Thoughts and Feelings*, by Hap Palmer; "Everybody Has Feelings"
- *Music and Movement in the Classroom PreK-K*, by Steven Traugh; "The New Zoo Review" "Halloween On Parade" (optional)
- *Music and Movement in the Classroom Grades 1 & 2*, by Steven Traugh; "Show Me What You Feel"
- *Kids in Motion*, by Greg and Steve; "Animal Action I and II"

WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

- Ask students how they feel today? (tired, sad, happy, angry, hot, silly)
- Generate a list of emotions and feelings.
- Show pictures or illustrations and have students identify facial expressions, body postures and gestures that depict emotions.
- Play music and move to "What Do People Do", "Show Me What You Feel", and/or "Everybody Has Feelings"

MODELING *(Presentation of new material, demonstration of the process, direct instruction)*

- Discuss what feelings are:
 - Feelings are neither good nor bad. Everyone has them.
 - Discuss where feelings come from: events, incidents, circumstances and states of being.
 - "People express their feelings in many ways."
 - "The face and body is very expressive and can tell a lot about what a person is feeling."
- Ask students to take turns making an angry, happy, sad, sleepy, and funny face with a partner.
- Ask students to talk about what they saw.
 - "How did you know your partner was _____?"
 - "What did his/her face look like?"
- Now repeat the same format with the face and whole body.
- Discuss the words *gesture* and *posture* (refer to Grade 1 Theatre Lessons #1 and #2).
- Ask students to mimic you making simple *gestures* (stop, come, hitch hiking, pointing, hand on forehead, etc. and *postures* (cross arms over chest, drop head and sit, put hands on hips, lean forward and glare, sit in a chair, lean back and close eyes, arms limp, etc.). In dance postures and gestures are found in shapes that show feelings.
- Say to the students, "Use posture and gesture to make a _____ shape" (happy, sad, angry, silly, sleepy, disgusted, thinking, etc.). Remind students that *exaggeration* makes the emotion better defined and clear.
- Perform the emotion or state of being twice more, once in personal space using axial movement and then again traveling through general space (e.g. if the word is angry, the hands should be tight, body energy heavy, stomping around the room, scrunched up face, etc.).
 - What to try: ask students to vibrate their shoulders like they are scared, jump like they are excited, swing their arms like they are sad, etc.

GUIDED PRACTICE *(Application of knowledge, problem solving, corrective feedback)*

Activity 1

- Prepare a container with emotion and states of being flash cards.
- Select a group of 4 or 5 students to demonstrate.
- Procedure:
 1. Select a card
 2. Think of a frozen shape that will show that emotion or state of being – freeze in that shape for 4 counts
 3. Think of 8 counts of movement (axial or locomotor) that will show that emotion or state of

being. Move in personal or general space 8 counts.

4. End in a frozen shape – hold for 4 counts

Activity 2

- Expand the concept of feelings and emotions in the modeling to imaginary characters and animals.
- Ask students to talk about the characteristics of the following: an alligator, a superhero, a king and queen, clown, fire chief, movie star, and creature from outer space (see *Grade 2 Theatre Lesson #2 for Character Card Illustrations*).
- Give the character a feeling (*angry alligator*) and discuss what kinds of expressive movement would that character display (e.g., angry alligator (would move at a low level, gritting and snapping teeth, pounding on the floor with clenched hands, etc).
- Select 4 or 5 students
- Select an animal or character and then an emotion. Or give each student their own animal and an emotion (or let them create their own combination) to explore (use the flash cards available in this lesson as an aide).
- Each group performs while the other members of the class watch as a good audience.
- Note: If mimicking others becomes a problem, encourage students to change the quality, level or speed of the movement.
- Allow students enough time to explore movement and in parade fashion perform movement. Stop the music and have students freeze.
- Discuss with the audience what animals or characters and emotions they saw. Ask students to describe how the animal's movement was changed by the emotion..

Music: "Halloween On Parade" (optional) or other march music.

- Ask the following questions:
 - What did it feel like to move like a super hero (or other characters you chose to create)? Describe what your movement was like?
 - What were the most important body parts for the characters you created?
- Infer:
 - What would you have to change about your movement to be a silly firefighter rather than a serious firefighter?
 - If you were to create feelings for one kind of character, could you create the opposite feeling for that character? Describe what that would look like. E.g., "If a traditional superhero is proud, show me what an embarrassed superhero would look like. If you created a happy, silly clown, could you show me a sad, serious clown?"

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the performance rubric to assess the student's ability to follow direction and communicate feelings through movement.
- Ask the following questions:
 - "What is facial expression?"
 - How do facial expression and the body work together to create meaning?
 - "Which way shows more feeling and expression, the face or both the face and the body? Why?"
 - "Could you show your feelings without using your face and still get your feelings across? Demonstrate and Explain."
 - "Do animals have emotions and feelings?"
 - "How is your body movement different if you change your movement from happy to sad? What happened to your *energy*?"
- Ask students to discuss, write about or draw the feelings and emotions and the characters and/or animals they portrayed.

EXTENSION (*Expectations created by the teacher that encourages students to participate in*

further research, make connections and apply understanding and skills previously learned to personal experiences.)

- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined. (E.g. Jack and Jill were angry that their mother made them go up the hill because they wanted to stay in their room and play with their game boy. Climbing the hill made them both very tired. Jack and Jill argued over who would draw the water and carry it down. Jack fell and hurt his head and is in pain and agony. Jill laughed so hard at Jack that she tripped and fell down too! Now she is crying and Jack is laughing!!).
- Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.
- Watch videos of animals at work or play, both adult and baby animals. Look for movement clues that could show determination, playfulness, laziness, anger, love and affection. Mimic those movements and feelings and emotions for the animal.
- Discuss the connection of emotions to colors: red as angry, loving; blue as calm, cold; green as growth, jealousy; yellow as warm, happy; etc. (Refer to 2nd grade Visual Art Lessons). Create a dance about colors using appropriate movement and facial expression.

Emotions Chart

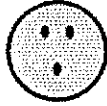
"How Do You Feel?"



Scared



Confused



Surprised



Sad



Excited



Disgusted



Proud



Angry



Sick



Happy



Very Happy



Hungry



Lost



Shy



Sleepy



Nervous



Unhappy



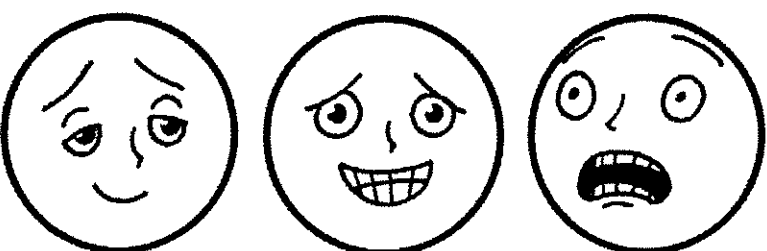
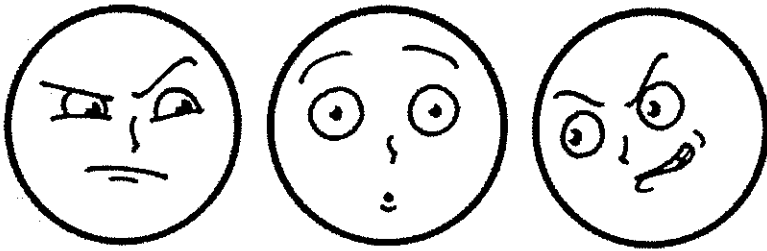
Very Sad



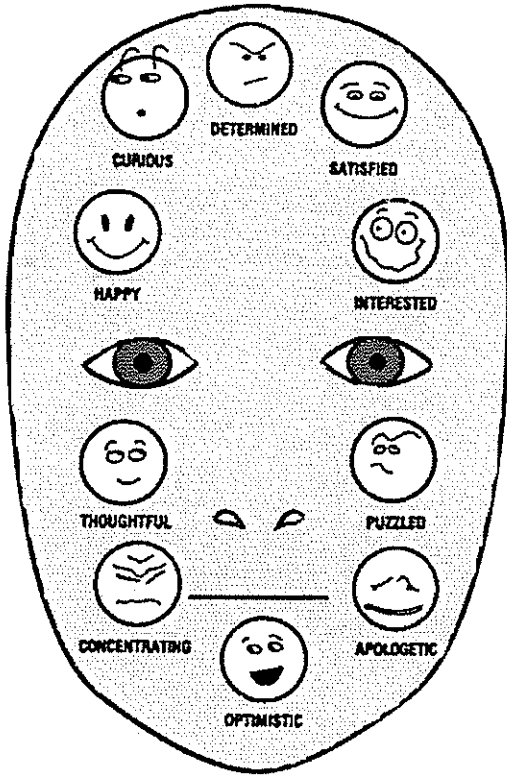
Bored



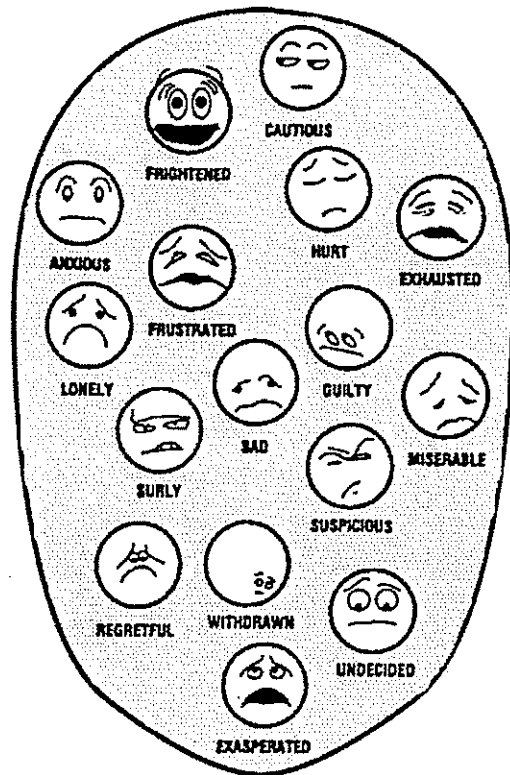
Embarrassed

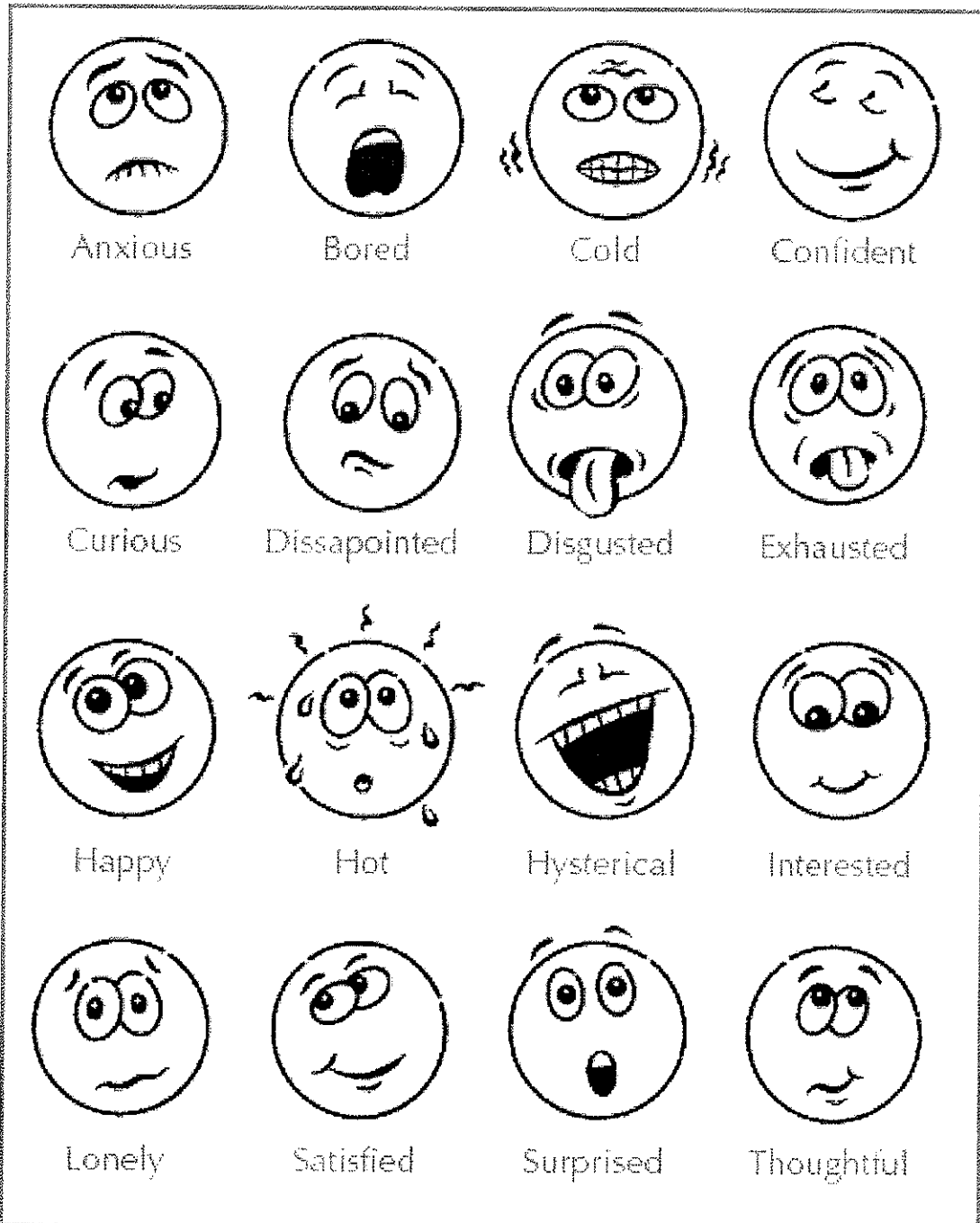


Feelings shown to the world



Feelings hidden inside





Primary Geography Handbook p.43 - Geographical Association 2004

http://www.geography.org.uk/download/GA_PRHbkExt811Emoticons.gif



<http://www.especialneeds.com/facial-expressions-photographic-learning-cards.html>

Flash Cards – Emotions and States of Being

sad happy angry

sick tired scared

silly sleepy cold

bored surprised

nervous disgusted

Grade 1 Dance Lesson #5

Expression and Communication Meaningful Dance

Lesson-at-a-Glance

Warm Up

Review feelings, postures and gestures from lesson 4. Write or draw a picture of one or two things that students associate with being _____. (happy, sick, bored, sad, tired, sleepy, etc.). Warm-up the body to music.

Modeling

Create a dance about feelings in both personal and general space by selecting two feelings and creating eight-counts of movement for each.

Guided Practice

Create original *feeling* dances using two or three contrasting feelings. Select two or three feeling words and create eight counts of axial and locomotor movements in combination. Combine into a two or three-part dance.

Debrief

Administer performance assessment using rubric. As a group discuss what was learned about communicating a feeling through movement. How does the body movement change when dancing happy as opposed to sad? What happened to your energy?"

Extension

- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined
- Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.

Materials

Group and Individual Performance Rubric
Flash Cards and Illustrations of Emotions
CD's and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.3 Identify letters, words, and sentences.

Writing Strategies: 1.2 Use descriptive words when writing.

Writing Applications: 2.1 Write brief Narratives describing an experience

**DANCE – GRADE 1
EXPRESSION AND COMMUNICATION**

**Meaningful Dance
Lesson 5**

(Done in conjunction with lesson 4)

CONTENT STANDARDS

- 2.6** Express basic emotional qualities. (e.g., angry, sad, excited, happy) through movement
4.3 Describe how they communicate an idea or mood in a dance. (e.g., with exaggerated everyday gesture or emotional energies)

TOPICAL QUESTIONS

- How do I create a three-part dance about feelings?
- How do I communicate an idea through dance?

OBJECTIVES & STUDENT OUTCOMES

- Students will create a three-part dance to communicate feelings.
- Students will use and demonstrate their knowledge of movement vocabulary through performing and observing.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Individual and group performance rubrics (included)
 - Student response to inquiry
 - My Feelings Dance" worksheet
- **Feedback for Student**
 - Teacher feedback
 - My "Feelings Dance" worksheet
 - Performance rubrics

WORDS TO KNOW

- **phrase** – the way in which parts of a dance are organized
- **space** - An element of dance that refers to the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, *and level of movement* (high, medium and low). *Personal space* refers to axial movement, staying in place or within a body bubble; *General Space* refers to locomotor movement, traveling from one place to another.
- **Portfolio** – a systematic, organized collection of student work.

MATERIALS

- CD Player
- CD's:
 - "Feeling"
 - "What Do People Do?"
 - "Everybody Has Feelings"
 - "Circular Journey"
 - "Show Me What You Feel"

Resources

- *Getting to Know Myself*, by Hap Palmer; "Feeling", "What Do People Do?"
- *Ideas, Thoughts and Feelings*, by Hap Palmer; "Everybody Has Feelings"
- *Music for Creative Dance, Disc 2*, by Eric Chappelle, "Circular Journey"
- *Music and Movement in the Classroom Grades 1 & 2*, by Steven Traugh; "Show Me What You Feel"

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Review feelings, postures and gestures from lesson 4.
- Write or draw a picture of one or two things that students associate with being _____. (happy, sick, bored, sad, tired, sleepy, etc.).
- Warm-up the body with music.

Music: "Everybody Has Feelings"

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Tell students they will be doing a dance about feelings in both personal and general space.
- Select an emotion (happy) and ask class to improvise "happy" in personal space. All appropriate axial movement applies. Perform for 8 counts,
- Select another emotion (sad). Create 8 counts of locomotor movement.
- Create a frozen shape for the word "happy".

Music: "Feelings", "What Do People Do", "Show Me What You Feel", or any instrumental music.

- Ask the following questions:
 - "Which of the emotions were easiest, hardest for you to do?"
 - "When you danced like you were happy (or sad), did you really feel happy (or sad)? Why do you think that happened?"
 - "Which emotion would be easier to do on the floor, in the air (jumping or reaching on tiptoe)?"
 - "Was it hard to change from one emotion to another?"
 - "How do you show what *happy* and *sad* looks like with your face and your body?"
 - "What do you do with your body when you are happy and sad?"
- Select two more contrasting emotions and create another group dance.

Option:

- Create a "feeling" dance with a partner or in smaller groups.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Create original dances using two or three contrasting feelings (e.g. happy, sad, angry)
- In small groups give students two or three words to inspire movement (or you can allow students to select their own words from a list)
- Creating the dance
 - **Option 1**
 - Select *two* words
 - Create 8 counts of axial movement and 8 counts of locomotor movement for each word.
 - Combine both words (16 counts each) to create a 32-count phrase.
 - Begin in a frozen shape that depicts word one, end in a frozen shape for word two.
 - **Option 2**
 - Select *three* words
 - Create 8 counts of locomotor (or axial) movement for word one, 8 counts of axial (or locomotor) movement for word two and 8 counts of locomotor (or axial) movement for word three for a total of 24 counts.
 - Begin and end in a frozen shape.

- Allow time to explore and create phrases (10 minutes).
- Each group will perform to music while the rest of the class watches.
- After each performance, ask audience to identify the feelings expressed in the dance.
- "How did you know what the feeling was?" Identify the dance elements: energy, speed, level, and type of movement (axial or locomotor) seen in the dance that expressed those feelings.
- Videotape performances.

Music: "Circular Journey" or any instrumental music.

Extension

- Challenge students' musical perception by playing the song "Circular Journey" and asking them what kind of feeling they get in each section of music. Create movement for each section to compose a complete dance. (The class can be separated into groups with each group creating a portion of the song. Perform for a live audience).

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Assess student performance with the performance rubric.
- Ask the following questions:
 - "What have you learned about communicating a feeling through movement?"
 - "Could you show your feelings without using your face and still get feelings across?"
 - "How does your body movement change when you danced happy to sad? What happened to your energy?"
- Allow time for self-reflection by watching the performances. As a group ask students to find ways to make their dance clearer by revising their work. Record revisions and video in a *portfolio* *(see Visual Art Grade 1 lesson #1 for how to create a portfolio).

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Have students observe and record other children and their own family members for display of feelings and emotions. Share observations and make connections to student's own way of moving and feeling. Create a family "feeling" dance.
- Watch videos of animals at work or play, both adult and baby animals. Look for movement clues that could show determination, playfulness, laziness, anger, love and affection. Mimic those movements and feelings and emotions for the animal.
- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined. (e.g. Jack and Jill were angry that their mother made them go up the hill because they wanted to stay in their room and play with their game boy. Climbing the hill made them both very tired. Jack and Jill argued over who would draw the water and carry it down. Jack fell and hurt his head and is in pain and agony. Jill laughed so hard at Jack that she tripped and fell down too! Now she is crying and Jack is laughing!!). Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.
- Show the connection of emotions to colors: red as angry, loving; blue as calm, cold; green as growth, jealousy; yellow as warm, happy; etc.

My Feeling Dance
Student Worksheet

Group Member's Names

What were the three (3) feelings you chose?

Describe the kind of movement(s) you chose for feeling _____.

Describe the kind of movement(s) you chose feeling _____.

Describe the kind of movement(s) you chose feeling _____.

Write the sequence of your dance below.

1.

2.

3.

Performance Rubric – “Feelings Dance”

- 3 Proficient** – Student’s facial expression and body movement is clearly expressed for each of the emotions. Student follows dance procedures without hesitation and cooperates well in the group. Student performs confidently and without hesitation.
- 2 Basic** – Student’s facial expression and body movement is evident but not clearly defined from one emotion to another. Student may need coaching throughout a portion of the performance.
- 1 Approaching** – Student has difficulty expressing feeling or state of being on both face and through the body. Movement and facial expression is not clearly defined from one section of the dance to the next. Student is reluctant to participate and needs a lot of coaching.

Group Names	Feeling #1	Feeling #2	Feeling #3
	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments
	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments
	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments
	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments
	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments	Feeling _____ 3 2 1 Comments

Grade 1 Dance Lesson #6

Focus and Cooperation Mirroring and Shadowing

Lesson-at-a-Glance

Warm Up

Students copy or “mirror” teacher’s movements focusing on simultaneous imitation as opposed to repeating after demonstration.

Modeling

In pairs, designate leader and follower and practice mirroring in a sitting, kneeling, and standing position using body parts and whole body. Extend to locomotor movement.

Guided Practice

In pairs, perform mirroring and shadowing exercises to music. Switch leaders often. Create a “Mirror and Shadow” dance.

Debrief

Administer performance assessment using rubric. As a group discuss the terms mirror and shadow. Discuss the challenges of being a leader. Why is focus and concentration an important part of learning?

Extension

Have students extend their learning about focus and concentration to life experiences. “Do you play any games on the playground or do things at home or in the classroom where leading, following, focus and concentration are important? Which games or activities require focus, concentration and leadership?”

Materials

Mirror and Shadow Dance Checklist
Performance Rubric
Student Worksheet
CD’s and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric, Checklist, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.13 Read compound words and contractions.
Writing Strategies: 1.2 Use descriptive words when writing.

DANCE – GRADE 1
Focus and Cooperation

Mirroring and Shadowing
Lesson 6

CONTENT STANDARDS

- 2.3 Create a short movement sequence with a beginning, middle, and an end.
- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed.

TOPICAL QUESTIONS

- What do mirror and shadow mean and how do I perform them?
- How do I create a dance using mirror and shadow techniques?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify and describe movement seen in the dances of their peers using dance vocabulary.
- Students will demonstrate their knowledge of mirror and shadow and create an original dance with a beginning, middle and end.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Mirror and Shadow Checklist and Rubric (included)
 - Pair Mirror and Shadow Dance Rubric
 - My Mirror and Shadow Dance worksheet
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Mirror and Shadow Checklist and Rubric (included)
 - Pair Mirror and Shadow Dance Rubric
 - My Mirror and Shadow Dance worksheet

WORDS TO KNOW

- **mirror:** to accurately reproduce, describe or convey movement, gestures, postures and facial expressions
- **shadow:** to imitate a person's movements in follow the leader fashion
- **focus:** concentrated effort or attention on a particular thing

MATERIALS

- Large mirror or window in which students can see themselves (optional)
- Overhead projector (optional)
- Video Camera and Monitor
- CD Player
- CD's:
 - "Mirror Image"
 - "All In One"
 - "A Tale of Two Villages"
 - "Shadow Dancing"
 - "Midnight Moon"
 - "Twilight, Gentle Sea"

➤ "Enter Sunlight"

RESOURCES

- Equipment available on site
- *Perceptual Motor Rhythm Games*, by Capon and Hallum; "Mirror Image"
- *Creative Dance Ideas #1*, by Eric Chappelle; "All In One", "A Tale of Two Villages"
- *Kids In Motion*, by Greg and Steve; "Shadow Dancing"
- *Movin'*, by Hap Palmer; "Midnight Moon", "Twilight, Gentle Sea", "Enter Sunlight"

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- As a whole group, sit in front of the class and lead students through simple mirror exercises. Do these exercises *slowly*.
- Open and close one hand at a time, lift and lower one leg at a time, bend to one side then to the other.
- Have the students mirror your movement. Move very slowly so that the students move at the "same time" as you. This is not a mimic and repeat exercise.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- The purpose of mirroring and shadowing exercises is to promote focus, concentration and cooperation.
- In pairs, have students face each other. Identify one as the leader, one as the follower.
 - A trick is to label one student "awesome" and the other student "beautiful". Have all the beautiful people lead and the awesome people follow.
- Student leaders take turns making movements and their followers respond as if they were reflections in an imaginary mirror.
- Note: The leader must not make any sudden movements to "fake out" the follower.
- Students will begin by sitting on the floor making movements using only the hands.
- Students then add head, shoulders, torso and legs. Remind students to use both large and small movements of the body parts.
- When students are comfortable, get students to kneeling, then to a standing position. Expand movement using the entire body. Prompt students to change direction (forward and backward and side to side).
- Change roles and repeat.
- Prompt students to explore range by making movement suggestions. Continually remind students that this is a focus, concentration and cooperation exercise. Discourage giggling and laughing.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Each student is to find another partner.
- To music, repeat the above exercises starting from sitting, kneeling, standing to traveling.
- Divide the class in half. One half demonstrates mirroring with a partner, the other half observes and looks for the kinds of axial and locomotor movements seen, as well as levels, and shapes.
- After the performance share observations. Generate a list of dance terms seen in the dances. Switch groups.

Music: Use any slow to moderate music. "Mirror Image", "All in One" or "A Tale of Two Villages", are all clearly marked with two different sections indicating when to change leaders. "Gentle Sea", "Twilight", "Enter Sunlight" and "Midnight Moon" are excellent choices for mirroring exercises

- **Shadowing** is a form of mirroring done with one partner standing behind the other.
- Keeping students in pairs, the person in front leads and the person in back follows.
- Begin with axial movement and expand to locomotor movement.

- Encourage students to change levels, energy, etc.)
- Practice changing between mirror and shadow on a frequent basis to see if students understand the difference between the two.

Music: Use the same musical selections from the previous activities. Shadow Dancing can be done at a faster tempo.

- Create a *mirror and shadow dance* with a beginning, middle and end. Dances must:
 - start in frozen shape held for 4 counts
 - beginning must have **one level change** within 8 counts
 - middle section must have **one locomotor movement** for 8 counts
 - end shadowing for 8 counts
 - finish in frozen shape.
 - Option: allow students more time to explore and develop each section (e.g do not exceed 16 counts)
- Write criteria on the board.
- Discuss and create each section one section at a time. Allow 3-5 minutes to explore.
- After the dance is created, rehearse at least 3 times fully with music. You might need to count 8 or 16 beats for the students. Do not allow the audience to count as they should be observing quietly.
- Perform for the class.
- Ask audience to comment on what they observed in relation to space, shape, level and energy used in each dance.
- Videotape for later discussion and reflection.

Music: Use the same musical selections from the previous activities.

Options:

- Challenge students in mirror variations. Choose one or all of these:
 - In mirror position, the follower does the "opposite" of what the leader is doing. (E.g. if the leader moves the right hand, the follower also moves the right hand, which will look opposite in mirror image).
 - Leader creates a short movement then freezes. The follower mirrors the leader but when the freeze happens, the follower becomes the leader and makes a completing movement from the previous one and then freezes. Repeat this back and forth exchange of moving and freezing as if having a conversation.
 - Mirror energy changes, with leader and follower alternating between sharp, smooth, heavy, light, etc.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the performance rubrics to assess student success with mirror and shadow and creating a dance.
- As a group, share answers to the following:
 - "What is mirroring?"
 - "What is shadowing?"
 - "What did you have to do as the leader to make sure your partner could follow?"
 - "Did we use both small and big movements? Which did we use the most of and why?"
 - "Was it difficult for us to move around the room and mirror each other? Why or why not?"
 - "Which did you like to do best, mirror or shadow? Explain."
 - "What were the challenges of leading? Of following?"
 - "What did you learn about focus and concentration?"

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to*

personal experiences.)

- Ask students to reflect upon the role of leader and follower in other situations at school or at home.
- Ask students to observe when they see their parents, siblings or friends in that role.
- "Do you play any games on the playground where leading, following, focus and concentration are important? Which games involve those traits?"
- "When is it appropriate to copy someone or something else?" When is it not appropriate?
- Ask students to be conscious of times when they are placed in the role of leader and follower and how that makes them feel.

Mirror and Shadow Dance - Checklist

Criteria (for 8 or 16 counts with music)

1. Frozen Shape
2. Beginning –mirror with one level change
3. Middle – mirror with one locomotor movement
4. End - shadow
5. Frozen shape

Student Pair Names	Frozen Shape #1		Beginning		Middle		End		Frozen Shape #2		Total
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	
	Y	N	Y	N	Y	N	Y	N	Y	N	

4 Advanced: 5 Yes Answers; **3 Proficient:** 4 Yes Answers; **2 Basic:** 3 Yes Answers;
1 Approaching: 0-2 Yes Answers

My Mirror and Shadow Dance Worksheet

My Name	My Partner's Name
How many parts were in our dance?	
What levels did we choose for our dance?	
What locomotor movement did we choose for our dance?	
Who was the leader for our dance? Did we change leaders in our dance?	
Which do I like best? Mirror or Shadow? Write the word here:	
What other pair of dancers did I like and why?	

Grade 1 Dance Lesson #7

Sequence Creating Movement Sequences

Lesson-at-a-Glance

Warm Up

Ask students to come up with action words to show movement in personal (axial) and general space (locomotor).

Modeling

Choose three or four action cards from any of the two lists of words, and arrange in a sequence. Model and lead the class in the exploration of these movements in sequence. Rearrange the sequence and model.

Guided Practice

In small groups have the group select three or four action word cards. Create a three or four-part movement sequence. Each group will perform while the audience watches and identifies the action.

Debrief

Administer the performance rubric for group work and distribute worksheet for students to document. Identify, compare and contrast what was seen in each of the sequences using dance vocabulary. Try changing the level, energy and speed of one of the dances and discuss what happened to the dance.

Extension

Write sentences using the verbs selected for the dance sequence. Create a story about the dance sequence the group created. Choose a variety of stories and identify words that denote action. Talk about and/or create movement. Retell the story through movement only.

Materials

Action Word Cards
Performance Rubric
Student Worksheet
CD's and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. Decoding and Word recognition for reading the action words.

Reading Comprehension 2.1 Identify text that uses sequence or other logical order.

Writing Strategies: 1.2 Use descriptive words when writing.

DANCE – GRADE 1 SEQUENCE

Creating Movement Sequences

Lesson 7

(Done in conjunction with lesson 8)

CONTENT STANDARDS

2.8 Work with others to solve a specific dance problem.

4.1 Use dance vocabulary to identify and describe a dance observed or performed.

TOPICAL QUESTIONS

- How do I create movement from verbs?
- How can I sequence verbs to create a dance?

OBJECTIVES & STUDENT OUTCOMES

- Students will problem solve, create, memorize and perform simple movement sequences with peers using verbs as inspiration.
- Students will identify and describe what they see (levels, shape, speed, and use of the body) in the dances of their peers.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Performance Rubric (included)
 - Student Worksheet (included)
 - Performance
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Peer feedback
 - Performance Rubric
 - Student Worksheet

WORDS TO KNOW

- **sequence** - a series or chain of progression in a specified order,

MATERIALS

- Action Word Cards (included at the end of the lesson)
- Chart paper and pens or writing board and markers
- CD Player
- CD's:
 - "Aerobics A-Z"
 - "All in One"
 - "A Tale of Two Villages"

RESOURCES

- *Music and Movement for the Classroom Gr. 1 & 2*, by Steven Traugh; "Aerobics A-Z"
- Music for Creative Dance by Eric Chappelle

WARM UP (Engage students, access prior learning, review, hook or activity to focus the

student for learning)

- Ask students to come up with action words to show movement in general space (e.g., dash or dart: locomotor movement) and personal space (e.g., bend or flick: axial movement).
- Generate 2 lists of words, one for locomotor, one for axial. Ask students to make a clear distinction between the two lists.
- Beef up the list with more action words or your own or use the words attached to the end of this lesson.
- Lead students in each of the movements on the two lists making sure there is a clear distinction between locomotor (moving around the room) and axial (in place) movement and understanding of all words.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

Preparation: Use the word cards for suggested locomotor and axial movement included at the end of this lesson. Students will use these to create simple three part movement sequences.

- Choose three action cards, from any of the two lists of words, in any combination. (e.g., run {locomotor}, tilt and slither {axial})
- Place each card on a visible surface (e.g., Velcro, sentence strip, pocket chart, etc).
- Model and lead the class in the exploration of these three movements in sequence. Each movement card should be eight (8) counts in length.
- Ask for a volunteer to take those same three movements and arrange them in a different sequence.
- Ask for a few volunteers to perform this new sequence.
- Repeat with new actions. Choose two locomotor and two axial cards and put them into a sequence. Alternate between locomotor and axial movements.
- Select a few more volunteers and perform the sequence.
- Use verbal prompts to remind students what movement comes next.
- Repeat the sequence three times.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Arrange class in small groups.
- Have each group select three or four action word cards (or teacher may select).
- Follow the same steps as above by creating a three or four-part movement sequence.
 - Arrange words into a sequence
 - Create 8 counts of movement for each word
 - Rehearse the sequence three times
- Each group will perform while those in the audience observe, identify and describe the movement they saw being performed.

Option:

- Add a new dimension to the sequences above by changing the level, tempo or energy of one or more of the words.
- Ask the following questions:
 - "How does modifying the speed, level or energy change the movement?"
 - "Would you have to change the sequence of the movement to make the movement flow better? How would you change it?" (e.g., rearrange the order; choose a different movement, etc.)

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the performance rubric for group work.
- Distribute worksheet for students to document their dance.
- Using the words generated from the two lists in lesson 7, identify what was seen in each of the sequences. Encourage students to use dance vocabulary within the elements of time, space and energy.

- Select one of the groups and change the speed, energy, or pathway (direction) of the sequence. Compare and contrast the first sequence from the second.
- Ask the following questions:
 - “What was different about the sequences? How could you tell?”
 - “How did the sequence change? What was the evidence?”
 - “How did the dancers’ movements change?”
 - “Did the feeling of the sequence change?”
 - “Were the dancers in or out of control?”
- “What would happen to the meaning of the dance if we changed the order of the sequence?” (Relate this to sentence structure and storyboarding).

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Literacy connections:
 1. Write sentences using the verbs selected for the dance sequence. Include punctuation marks, period, exclamation and question marks for **lesson #8**.
 2. Create a story about the dance sequence the group created.
 3. Choose a variety of stories and identify words that denote action. Talk about and/or create movement. Retell the story through movement only.
- Ask students to think of reasons why structure and process are important. Relate this to reading, writing, order of the students’ day (waking up, getting ready, go to school, lunch, go home, dinner, go to bed, etc), and the schedule of the school day.
 - Ask the following questions:
 1. “What do we know about structure and order?”
 2. “Why is structure necessary?”
 3. “What happens when things get out of order?”
- Perform each of the movements in the dance sequence with a different feeling.

ACTION WORD CARDS - Locomotor

crawl	leap
hop	jump
walk	slither
run	gallop
skip	creep
slide	scoot
dart	dash

tiptoe

march

ACTION WORD CARDS - Axial

roll

turn

twist

jump

bend

stretch

curl

tilt

scoop

open

close

curve

zigzag	sway
reach	swing
flick	pound
stomp	spin
float	soar
glide	bounce
push	pull

melt

dodge

kick

poke

lunge

slash

press

wring

shake

burst

wiggle

rise

sink

fall

Student Worksheet – Creating a Dance Sequence

Names of people in my group:

What were the FOUR action words for your group? Write them below.

In what SEQUENCE did you place them?

1.

2.

3.

4.

Did you make any changes? What were they?

Grade 1 Dance Lesson #8

Sequence Inspired Choreography

Lesson-at-a-Glance

Warm Up

Review the punctuation marks "period", "question mark", and "exclamation point". Explore ways to use postures, gestures and body movement to create the three punctuation marks. Prepare sentences that use the action words from lesson #7.

Modeling

As a group, discuss the meaning of the word *choreography*. Select three sentences and create movement for simple three-part choreographies that include action words, punctuation and expression.

Guided Practice

In small groups students create original three-part dances with complete sentences and punctuation. Each group will perform while the audience watches and identifies the action.

Debrief

Administer rubric and checklist. As a group identify and discuss what was seen in each of the sequences. Compare and contrast using dance vocabulary. If you were to create meaning for your dance, what would it be? How would changing the punctuation of the sentence change the meaning?

Extension

Write a class story based upon the sentences used in the performances. Choose a variety of stories in which students can create movement. Ask them to retell the story through movement only.

Materials

Performance Rubric
Student Worksheet
Choreography Checklist
CD's and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. Decoding and Word recognition for reading the action words.

Reading Comprehension 2.1 Identify text that uses sequence or other logical order.

Writing Strategies: 1.2 Use descriptive words when writing.

DANCE – GRADE 1 SEQUENCE

Inspired Choreography Lesson 8 (Done in conjunction with lesson 7)

CONTENT STANDARDS

- 2.3 Create a short movement sequence with a beginning, middle, and an end.
- 2.8 Work with others to solve a specific dance problem.
- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics – shape, counting; language arts – beginning, middle, and end).

TOPICAL QUESTIONS

- How do I use my knowledge of dance and language arts to create a dance?
- What terms do I need to know for performing on stage?

OBJECTIVES & STUDENT OUTCOMES

- Students will problem solve, create, memorize and perform simple movement sequences based on verbs, sentences and punctuation with peers.
- Students will demonstrate understanding of stage entrance and exit.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Choreography Check (included)
 - Student Performance Rubric
 - Student Worksheet
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Choreography Check (included)
 - Student Performance Rubric
 - Student Worksheet

WORDS TO KNOW

- **entrance** - coming on to the stage from an off stage position
- **exit** - leaving the stage from an onstage position
- **choreography** - the creation and composition of dances by arranging or inventing steps, movements, and patterns of movements
- **sequence** - a series or chain of progression in a specified order

MATERIALS

- CD Player
- CD's:
 - "Aerobics A-Z"
 - "All in One"
 - "A Tale of Two Villages"

RESOURCES

- *Music and Movement for the Classroom Gr. 1 & 2*, by Steven Traugh; "Aerobics A-Z"

(optional)

- *Music for Creative Movement* by Eric Chappelle

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

Note to Teacher: Pre teach or review sentence structure and punctuation (period, exclamation point and question mark).

- Ask students to talk about what body gestures and postures could represent punctuation marks (period/freeze, exclamation point/strong statement, question mark/suspend or beg continuation. etc.). Or have students explore shapes to represent the different punctuation marks.
- Review action words used in lesson #7.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Discuss with students the meaning of the word *choreography* and tell them they will be creating simple choreographies using their action words, sentences, and adding punctuation and expression.
- Select or create three sentences:
 1. The vase is *falling!* (run 4 counts, stop and fall to the floor for 4 counts, perform exclamation point).
 2. I *scooped* up the broken pieces. (Scoop with hands, arms or whole body for 8 counts, perform period.)
 3. I wonder who broke the vase? (Walk in a large circle, arms up, elbows bent, palms up for 8 counts while shaking head. Make question mark.)
- Select a small group of student volunteers.
- Create 8 counts of movement for one sentence.
- Create movement for the punctuation mark at the end of the sentence (movement ideas are below or you can create your own).
- Have group perform movements for sentence and punctuation.
- Repeat process for other two sentences.

Period	Exclamation Point	Question Mark	Comma
.	!	?	,
Clasp hands tightly together, make a fist, curl into a ball, <i>freeze</i>	Use one hand to move from a high to low level quickly in a vertical pathway/line, then loudly clap hands together at a low level (the dot) with a simultaneous stomp of the foot to show excitement.	Pressing hands together, start on a <i>high level and move to a low level</i> by curving hands and body then stomp the floor and make an "I don't know" gesture with arms out, palms up and shoulder shrug.	Move <i>slowly</i> into a curved shape (round the back, tuck arms, keep legs straight) and come back quickly to a previous position or shape. This coming back quickly to a previous shape helps students to understand that a comma creates a pause in a sentence.

Options:

- Use the letters of the alphabet for the axial shapes. (e.g., run and make and freeze into the shape of the letter **C**, skip and make the letter **A**, crawl and make the letter **T**. "What does that spell??")
- Spell the word *skip*. Make a frozen shape of the letter **S**. Skip to another spot and make the letter **K**. Skip to another spot and make the letter **I**. Skip to another spot and make the letter **P**. Spell the word and then say the word. Or spell the word as you go.

Music: "Aerobics A-Z"

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

Option 1 Beginning

- Pre write or use student sentences using the action words that were in the dances from Lesson #7. Select three sentences. Note: when creating sentences, strong imagery and strong actions help students with movement interpretation.
- Divide the class into three groups.
- Give each group a sentence and have them identify the action words.
- Each group will create 8 counts of movement for their sentence and finish with movement to signify the punctuation mark. Give 5-10 minutes to explore.
- Determine the sequence of the three sentences.
- Each group performs their sentence in sequence.
 - All groups start in a neutral shape (back to the audience, everyone on a low level).
 - Group #1 performs their sentence and freezes until groups 2 and 3 have performed.
 - Groups 2 and 3 hold frozen shape until it is their turn to perform.

Option 2 Advanced

- Divide class into groups of 4.
 1. Give each group three sentences to create OR
 2. Give the students three verbs and ask them to create their own sentences with punctuation marks.

Creating a Performance:

- As a group, discuss *entrance* and *exit*
 - Define the performance space (stage)
 - Have each group start off to the side of the stage and walk onto the *stage*.
 - Have each group bow then *exit* to the opposite side from which they entered.
 - Explain to students that they will perform their dance sequence two times in succession.
 - Students enter, freeze in their beginning shape, perform dance sequence two times, freeze in an ending shape, and wait for applause, bow and exit.
 - The audience is to watch carefully and be ready to identify punctuation and verbs used as well as use their dance vocabulary of shapes, levels, speed, quality of movement/energy (including sharp, smooth, wiggly, tight, loose, floating) entrance, exit, etc.

Teacher Note: Add any type of instrumental music to the performance aspect of the lesson as available. You may choose music of varying speeds and rhythms to inspire students to perform at different tempos using varying energy dynamics. Many of the selections in *Music for Creative Movement*, CD's 1-4 are good choices.

Options: Videotape performances and ask students to watch and evaluate their own and their peer's performance. This will facilitate making comparisons in the Debrief and Evaluate section.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Administer the group performance rubric, Choreography Checklist and Student Worksheet.
- Using the words generated from the two lists in lesson 7, identify what was seen in each of the sequences. Ask students if they can think of even more words. Help them to expand the vocabulary as you feel they are prepared.
- Compare and contrast using dance vocabulary.
 - "How were the performances similar or different (e.g. between 1 or two groups)?"
 - "What role did the entrance and exit play in each performance?"
 - If you were to create meaning for your dance, what would it be?
 - If the punctuation were changed, how would it change the meaning of the sentence?
 - "What would happen to the meaning of the dance if we changed the sequence?" (Relate this to sentence structure and storyboarding).

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Write a class story based upon the sentences used in the performances.
- Choose a variety of stories in which students can create movement. Ask them to retell the story through movement only.

**Student Worksheet –Creating Three-Part Movement Sequences
Verbs, Sentences and Punctuation**

Names of people in my group:

Write the three (3) VERBS from your dance.

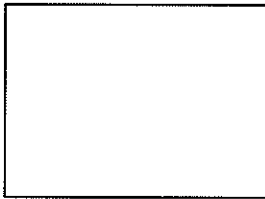
Write the three (3) sentences in SEQUENCE as they appeared in your dance?

1. _____

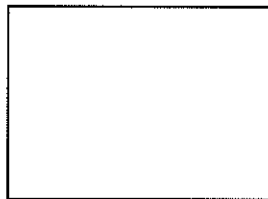
2. _____

3. _____

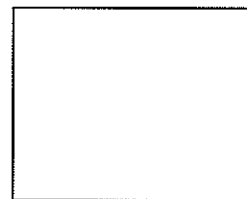
Draw a picture of the three (3) punctuation marks used in your dance.



PERIOD



QUESTION MARK



EXCLAMATION POINT

Grade 1 Dance Lesson #9

Choreography Creating Story Dances

Lesson-at-a-Glance

Warm Up

Identify the action words found in text. Discuss how dancers use movement to create a story just as an author uses words. Tell students they will be creating a movement story.

Modeling

Guide students through creating movement discussed in the story of the little seed that grew up into a tall and mighty tree. Vary the dance elements (speed, level, direction) to challenge students.

Guided Practice

Create word dances with a theme. Write narratives or descriptive words and ideas to inspire movement. Sequence movement ideas into a story with a beginning, middle, and end. Use familiar nursery rhymes; add verbs and adverbs to infer action in the rhyme (see Jack and Jill sample in the lesson).

Debrief

Administer criteria, rubric and both worksheets. As a class discuss the planning of and the performance aspects of the dance.

Extension

Create a script or story for the movement story and perform dances for another class or for parents.

Have students come up with two more ideas that they could use to create a dance and explain what the movement would look like.

Materials

Performance Criteria and Rubric
Student Worksheet
Dance Terms Worksheet
CD's and CD Player
Video Camera and Monitor

Assessment

Discussion, Performance, Q&A, Performance Rubric, Student Worksheet and Dance Terms

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. Decoding and Word recognition for reading the action words.

Reading Comprehension 2.1 Identify text that uses sequence or other logical order.

Writing Strategies: 1.2 Use descriptive words when writing.

DANCE – GRADE 1 CHOREOGRAPHY

Creating Story Dances Lesson 9

CONTENT STANDARDS

- 2.3 Create a short movement sequence with a beginning, middle and end.
- 4.3 Describe how to communicate an idea or mood in a dance.

TOPICAL QUESTIONS

- How do I use my knowledge, skills and terms to create a story dance?

OBJECTIVES & STUDENT OUTCOMES

- Students will create their own original movement and perform stories demonstrating understanding of beginning, middle and end.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Group Story Dance Criteria and Rubric (included)
 - Group Story Student Worksheet (included)
 - Dance Vocabulary Worksheet
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Group Story Dance Criteria and Rubric (included)
 - Group Story Student Worksheet (included)
 - Dance Vocabulary Worksheet
 - Peer feedback

WORDS TO KNOW

- **entrance** - coming on to the stage from an off stage position
- **exit** - leaving the stage from an onstage position
- **choreography** - the creation and composition of dances by arranging or inventing steps, movements, and patterns of movements
- **sequence** - a series or chain of progression in a specified order.

MATERIALS

- CD Player
- CD's:
 - "Enter Sunlight"
 - "Midnight Moon"
 - "Gentle Sea"
 - "Haunted House"
 - "Amphibious"
- Familiar short stories (optional)
- Video Camera (optional)

RESOURCES

- Story books and equipment available on site
- *Movin'*, by Hap Palmer, "Enter Sunlight", "Haunted House". *Midnight Moon*", "Gentle Sea"
- *Music for Creative Movement* by Eric Chappelle

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Discuss how dancers use movement to tell a story just as an author uses words to tell a story.
- If the class wrote a short story from lesson #8, read them that story. If not, read them a story about a tiny seed that grows up into a beautiful tree (story below).
- "Listen for the 'action' words in the story and think about how you would interpret the story through movement."

*"Once upon a time there was a tiny seed (pause) who **couldn't find** a place to grow. It **traveled around and around, blowing** in the wind (pause) until it finally found a place to **plant** itself (pause). It **covered** itself with dirt and **went to sleep** (pause). After a few days of rain and sun, the little seed **awoke** (pause) and began to **slowly stretch** (pause) and **grow upward** toward the sky (pause). Its branches began to **stretch tall and wide** (pause) into a very large oak tree. It **swayed gently** in the breeze **never leaving** its new home."*

- Check for story comprehension.
- Identify, discuss and chart the action words (verbs) they heard in the story.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Guide students through movement discussed in the story.
- Identify personal and general space used in the story.
- Identify shapes, levels and energies used in the dance of the story.
- Vary the speed of the growth process in the story. Make certain parts of the story go faster, slower, more energetic (stronger, weaker), etc.
- Reverse the process where the large tree returns to a seed.
- For a variation, grow quickly and return to a seed very slowly.

Option:

- Have students work together in pairs.
- Challenge them to create a "spring dance" using both of their bodies to show the story.
- Work in small groups to have several roles represented: the sun, rain, tree, seed, dirt, etc.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Create word dances with a theme (e.g., to create a spring dance, use words like *flowers, birth, opening, love, birds, laughing, butterflies*; to create a sea dance: *fish, water, waves, etc.*). Attach action words to the words.
- In groups ask students to identify words that describe a theme and arrange them in sequential order from beginning to end (storyboard), all use same theme or different themes.
- Have students create movement (demonstrating the sequence) to depict the theme using locomotor and axial body movement.
- Add additional adverbs to the vocabulary to inspire the students to explore various time, energy and spatial variations (e.g., clouds slide smoothly, butterflies quickly flutter, flowers slowly grow, branches stiffly sway, earthworms sleepily wiggle, frogs angrily hop, pill bugs shyly roll, etc.).
- Dance criteria should include:
 - identification of verbs and adverbs (action words), a clear beginning, middle and end, an entrance and an exit, start and end in stillness (opening and ending frozen shape).
- Have groups perform one at a time while others watch (be a good audience).
- Ask the audience to identify the movement they saw using vocabulary within the elements of *time, space and energy/force*. Use the worksheet included.

- Videotape group performances. (optional)

Music: "Enter Sunlight", the music is divided into four parts.

Options:

- Dance about the **metamorphosis of a caterpillar to butterfly**, tadpole to frog, or students may create a simple story scenario about an event or a process they go through. (e.g., getting ready for the day, making and eating a sandwich, etc.) **Music:** "Amphibious"
- Create dances from **poems or nursery rhymes**. Imply the action that is not evident in the story (e.g. **Jack and Jill** was up in their bedroom. Jack was playing with his game boy and Jill was listening to her iPod dancing in the mirror. Their mother told them to go up the hill to get some water for supper. This made Jack and Jill so angry they punched and kicked the air. They made their way up the hill stomping their feet, thrashing their arms, and pounding their fists. By the time they dragged themselves to the top they were both very tired and sleepy. The bucket was very heavy and they both pulled and pulled with all their might. Jack lost his balance, wobbled, wiggled, fell down and rolled a few times down the hill, hurting his head. He rubbed and rubbed his head. Jill laughed so hard at Jack that she tripped and fell to the ground, rolled a few times and bumped ever so gently into Jack who was still rubbing his head! Jill tucked herself into a little ball and rubbed her eyes crying while Jack rolled from side to side laughing at Jill!!).
- Ask students to create a story about people who nervously enter a haunted house. "How would they act?" (e.g., walk on tiptoe, afraid, try to be quiet.)
 - As the music changes, portray ghosts floating and gliding around the house, then show mean monsters and scary goblins thrashing about the house with strong, sharp movement that scare everyone away. **Music:** "Haunted House"

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

After each dance ask:

- Discuss and administer the Group Story Dance Criteria and Rubric,
- Distribute student and dance terms worksheet.
- **As a group discuss the following (or discuss after watching videotape):**
 - "What were the movement stories about?"
 - "What were the movements that gave you clues about the story?"
 - "What did you like about the stories?" (Choose one or more).
 - "What do you think the dancers could have done to make their story more convincing or strong?"
 - "How did you come up with the idea for your dance? (e.g., learned it in science class, saw a movie, went on a camping trip, etc).
- **Planning and Performance Questions**
 - "What did you enjoy most about working with a group to create a dance?"
 - "What was challenging about working with a group to create a dance?"
 - "How did your group come up with the movements for your dance?"
 - "Did you feel nervous or excited about performing for an audience?"
 - "What did you like the best about performing?"
 - "What did you like the least about performing?"

EXTENSION (*Expectations created by the teacher that encourage students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Create a script for the movement story and perform dances for another class or for parents.
- Ask students to create a dance from a favorite book representing what happens in the story and perform it for the class.
- Have students come up with two more ideas that they could use to create a dance and explain what the movement would look like.

Group Story Dance Criteria and Rubric

- **Can identify and perform the action words in the story**
 - 4: story and action words are clearly performed
 - 3: most action words are identified and performed
 - 2: at least one-half of the action words are identified and performed
 - 1: frequent coaching needed
- **Has a clear beginning, middle and end**
 - 4: all three parts are clearly defined and the story is told completely and with detail
 - 3: all three parts are defined but detail is lacking
 - 2: one or two parts might be missing or inadequately defined
 - 1: three parts are not clearly defined.
- **Has an entrance and an exit**
 - 4: entrance and exit made without assistance, performers wait for applause and bow
 - 3: entrance, exit and bow made with some coaching
 - 2: entrance, exit and bow done with coaching for two of the three activities
 - 1: coaching for all three sections of entrance, bow and exit.
- **Starts and ends the dance in stillness (opening and ending frozen shape)**
 - 4: frozen shapes are held for 4 seconds before starting dance and before bow
 - 3: frozen shapes are held for 2-3 seconds before starting dance and before bow
 - 2: Opening frozen shape for 2 or less seconds, frozen shape barely held before bow
 - 1: students need coaching throughout the entrance, box and exit.

Group #	Action Words	B, M and E	Entrance and Exit	Beg and end shape	Total
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:

Our Story Dance – Student Worksheet

Names of my people in my group:

Write the action words in your story.

Write a few sentences describing your story.

Draw a picture of the theme of your dance on the back of this page.

DANCE TERMS Copy this page and during discussion, have students circle the dance elements they saw performed in one of more dances. Provide on sheet per group dance.

TIME

FAST

SLOW

FREEZE

SPACE

LEVELS:

HIGH

MEDIUM

LOW

SHAPES:

BIG

LITTLE

GEOMETRIC

DIRECTION:

FORWARD

BACKWARD

LEFT/RIGHT

UP/DOWN

LOCOMOTOR
MOVEMENT

RUN

WALK

LEAP

ROLL

JUMP

HOP

SKIP

GALLOP

FORCE &
ENERGY

HEAVY

LIGHT

SHARP

SMOOTH

TIGHT

AXIAL
MOVEMENT

TURN

SPIN

CURL

TWIST

CURVE

BEND

STRETCH

REACH

LOOSE

PUSH/PULL

BOUNCY

SWINGY

Grade 1 Dance Lesson #9B

COMMUNICATION Exploring Imagery Through Movement

Lesson-at-a-Glance

Warm Up

Read a familiar poem or short story with strong setting and movement vocabulary or use the poem *Pop! Pop! Pippity Pop!*, and ask students to move spontaneously.

Modeling

Talk about the **setting** of *chosen poem or story*. Describe and generate a list of movement words and describe using dance vocabulary.

Guided Practice

Select settings that are contrasting and discuss. Make inferences as to the kinds movements that would be done in each setting. Chart answers. Create movement and perform.

Debrief

Ask student what they were thinking as they generated the list of descriptive words for the setting. If there were characters in this setting, what would they be like? Ask students to describe this setting in full sentences.

Extension

Over the next three weeks, two contrasting dances will be created and performed with a beginning, middle and end. Together, teacher and students will create sentences using action words identified in the modeling section and develop a short story or piece of prose for each of the streets.

Materials

Student Worksheet
Dance Terms Worksheet

Assessment

Discussion, Performance, Q&A, Student Worksheet

Standards

VAPA 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed.

VAPA 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

ELA Literary Response and Analysis, 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

**DANCE and ELA INTEGRATION – GRADE 1
COMMUNICATION**

**Exploring Imagery Through Movement
Lesson 9B**

CONTENT STANDARDS

VAPA 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed.

VAPA 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

ELA *Literary Response and Analysis*, 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.

TOPICAL QUESTIONS

- How do I identify, describe and create movement for a setting?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, describe, explore and create movement for a setting.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Student response to inquiry
 - Performance
 - Setting Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Worksheet

WORDS TO KNOW

- **setting:** the surrounding or environment in which something exists.

MATERIALS

- Chart Paper
- CD Player
- CD's:
 - "Circular Journey"

Resources

- *Creative Dance for All Ages*, Anne Green Gilbert, American Association of Health, Physical Education, Recreation and Dance, pp 193
- *Music for Creative Dance, Disc 2*, by Eric Chappelle, "Circular Journey"
- "Hot Buttered Popcorn", available on itunes

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the student for learning*)

- Read a familiar poem or short story with strong setting and movement vocabulary. Or use the poem *Pop! Pop! Pippity Pop!*

Pop! Pop! Pippity-pop!
The golden kernels skip and hop.
They crouch down low,
They leap up high.
They burst like stars
In the midnight sky.

Pop! Pop! Pippity-pop!
They bounce against the shaker top.
All salted and buttered
All hot and delicious
Poured in great heaps
Into round wooden dishes.

Pop! Pop! Pippity-pop!
The dancing kernels slowly stop.

- Ask students to move spontaneously as the poem is read.

Optional music: "Hot Buttered Popcorn"

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- Talk about the **setting** of *Pop! Pop! Pippity Pop!* Describe and generate a list of movement words on the board or overhead; (rounded, deep, hot, crowded, in a pan sitting on the stove with the heat on, sizzling, hissing, etc.).
- You may choose to split the class in half and have each group perform poem while the other group observes.
- Describe the movement words, shaking, small, tight, closed, low, round shape, exploding, large open, high, asymmetrical shape, strong, light, slow, fast, etc.
- Discuss other dance elements used (shape, space, level, speed, energy).
- If the popcorn kernels were real people, how would they be feeling? (E.g., excited, full of energy, lively, happy, hot, tired, sleepy, etc.).

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- From the list of settings below (imaginary streets, cities, towns, counties, etc.), select two that are contrasting discuss and describe. Make inferences as to the kinds movements: energies, speeds, levels, etc. that would be found in each setting. Chart answers.
- Divide the room in half identifying one half as setting A (use the name of the location, e.g., *Whispering Winds Lane*) and one half as setting B.
- Divide the class in half and have each dance like that setting prompting students with locomotor, axial movements, varying speeds, energy and expression for each setting. ("Move like a strong wind", "travel softly like a whisper", blow smoothly from low to high", etc.)
- If using music, which will encourage movement, have the whole class dance one setting at a time while still giving prompts.

Music: Instrumental selections from the Eric Chapelle *Music for Creative Dance* cds.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- "How did you get movement clues from the name of the street or city?"
- "What were you thinking as you generated the list of descriptive words for the setting?"
- "What were you thinking as you danced each contrasting street or city?"
- "If there were characters in this setting, what would they be like?"
- Ask students to be thinking of ways to describe this setting in full sentences.

- Come up with **one** sentence for each setting. Chart (or have students record in a journal) and keep for lessons 9 B & C.

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Over the next three weeks, two contrasting dances will be created and performed with a beginning, middle and end.
- Together, teacher and students will create sentences using action words identified in the modeling section and develop a short story or piece of prose for each of the streets.
- You might consider creating characters with identifiable emotions suitable to the setting.
 - An example of this idea would be the birds or butterflies living on Whispering Winds Drive are very annoyed by the wind blowing them off course during their migration.
- These settings can be connected to habitats. Student knowledge of habitats will help them to identify possible animal characters that live in the setting and other potential story elements like problems and solutions. Begin with determining with students what kind of habitat the setting is.

Settings

Blustery Blvd.
Whispering Winds Drive
Happy Trails Lane
Seaweed Street
Whipped Cream Springs
Thorny Town
Dodge Drive
Rolling Hills Estates
Swirling Leaf Lane
Slippery Slope County
Rattlesnake Road
Earthquake Pass
Airplane Road
Tornado Alley
Tumbleweed Town
Windy Way
Crashing Ocean Drive
Briar Patch
Silkydale
Mosquito Junction
Cactusville
Lightening Springs
Thunder Cloud Mountain

Setting Dance – Student Worksheet

<p>Write the name for setting #1.</p>	<p>Write the name for setting #2.</p>
<p>Write the descriptive words for setting #1.</p>	<p>Write the descriptive words for setting #2.</p>
<p>Write one sentence describing setting #1.</p>	<p>Write one sentence describing setting #1.</p>

Grade 1 Dance Lesson #9 C & D

EXPRESSION AND COMMUNICATION
Exploring Imagery Through Movement

Lesson-at-a-Glance

Warm Up

Review settings, descriptive words and single sentences from lesson 9A.

Modeling

Brainstorm activities and situations where each of the two settings will be put into action. Identify other dance concepts that will fit with the story. Select activities and ideas from the brainstorm list, arrange into a sequence and write sentences to develop a short story for the first setting.

Guided Practice

Create movement for each line of text and rehearse for sequencing and memorization. Perform and videotape.

Debrief

Assess student performance with the performance rubric if desired. Allow time for self-reflection by watching the video of their performance.

Extension

Revise the movement stories. Record revisions and video in a *portfolio* *(see Visual Art Grade 1 lesson #1 for how to create a portfolio).

Materials

Student Worksheet
Dance Terms Worksheet
Group Story Dance Criteria and Rubric

Assessment

Discussion, Performance, Q&A, Student Worksheet

Standards

VAPA 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed.
VAPA 5.1 Demonstrate curricular concepts through dance (e.g. growth cycle, animal movement).
ELA *Literary Response and Analysis*, 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.
Writing Strategies, 1.2 Use descriptive words when writing.

**DANCE and ELA INTEGRATION – GRADE 1
EXPRESSION AND COMMUNICATION**

**Exploring Imagery Through Movement
Lessons 9 C & D**

Note: This lesson will take two weeks of daily work to write and create movement for two contrasting story dances.

CONTENT STANDARDS

VAPA 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed.
VAPA 5.1 Demonstrate curricular concepts through dance (e.g. growth cycle, animal movement).
ELA *Literary Response and Analysis*, 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and end.
ELA *Writing Strategies*, 1.2 Use descriptive words when writing.

TOPICAL QUESTIONS

- How do I create, write and perform detailed movement stories?

OBJECTIVES & STUDENT OUTCOMES

- Students will write two short contrasting stories with a beginning, middle and end.
- Students will use and demonstrate their knowledge of movement vocabulary by creating, performing and observing two three-part movement stories.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Individual and group performance rubrics (included)
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Performance rubrics

WORDS TO KNOW

- **movement story** – tales told for the purpose of introducing and exploring movement concepts; story elements: plot, setting, character, sequencing; creative writing, and stage presence.

MATERIALS

- CD Player
- Camcorder
- Group Story Dance Criteria and Rubric

Resources

- *Creating Your Own Movement Stories*, Movement Stories for Children, Ages 3-6. Helen Landalf, and Pamela Gherke, Smith and Kraus, Inc., pp 77-78
- *Music for Creative Dance, Disc 2*, by Eric Chappelle, "Circular Journey"

WARM UP (Engage students, access prior learning, review, hook or activity to focus the student for learning)

- Review settings, descriptive words and single sentences from lesson 9A.
- Warm-up the body in different settings with music.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

- **Note:** For help, refer to *Movement Stories for Children: Creating Your Own Movement Stories*, pp 78-79
 - a) Brainstorm activities and situations where each of the two settings will be put into action. Think of as many ideas as possible and narrow choices later. It might be helpful to look at a list of axial and locomotor movements that might fit in the setting.
 - b) Continue to identify other dance concepts within time, space and energy (or select a single concept) that will fit with the story.
 - c) Choose characters if appropriate.
 - d) Refer to one of the sentences from lesson 9A, determine if this sentence will begin, end or be somewhere in the middle of the first movement/setting story.
 - e) Select activities and ideas from the brainstorm list, arrange into a sequence and write sentences to develop a short story for the first setting.
- Repeat steps a-e for the second setting.

Option:

- Select appropriate music for the performance.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- This can be done as two groups or whole group activity.
- Create movement for each line of text and rehearse for sequencing and memorization.
- Create an opening and closing shape and show students how to enter and exit the performance space. Run through the entrance, opening shape, movement story, closing shape and exit often.
- Each group will perform to music and a reading of the story while an audience (rest of the class, another class, parents, etc.) watches.
- Videotape performances. Use performance rubric if desired.
- After each performance, give a talk back about the story was created.

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Assess student performance with the performance rubric if desired.
- Ask the following questions:
 - "What have you learned about creating a movement story?"
 - "Could you show your feelings without using your face and still get feelings across?"
 - "How does your body movement change when you danced happy to sad? What happened to your energy?"
- Allow time for self-reflection by watching the video of their performance. As a group ask students to identify successes and ways to make their dance clearer.

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Revise the movement stories. Record revisions and video in a *portfolio* *(see Visual Art Grade 1 lesson #1 for how to create a portfolio).

Group Story Dance Criteria and Rubric

- **Can identify and perform the story sequence and action words**
 - 4: story sequence is correct and action words are clearly performed
 - 3: story sequence is mostly correct and most action words are identified and performed
 - 2: story sequence not clearly seen at least one-half of the action words are identified and performed
 - 1: frequent coaching needed
- **Clear beginning, middle and end**
 - 4: all three parts are clearly defined and the story is told completely and with detail
 - 3: all three parts are defined but detail is lacking
 - 2: one or two parts might be missing or inadequately defined
 - 1: three parts are not clearly defined.
- **Entrance and an exit**
 - 4: entrance and exit made without assistance, performers wait for applause and bow
 - 3: entrance, exit and bow made with some coaching
 - 2: entrance, exit and bow done with coaching for two of the three activities
 - 1: coaching for all three sections of entrance, bow and exit.
- **Starts and ends the dance in stillness (opening and ending frozen shape)**
 - 4: frozen shapes are held for 4 seconds before starting dance and before bow
 - 3: frozen shapes are held for 2-3 seconds before starting dance and before bow
 - 2: Opening frozen shape for 2 or less seconds, frozen shape barely held before bow
 - 1: students need coaching throughout the entrance, box and exit.

Group #	Action Words	B, M and E	Entrance and Exit	Beg and end shape	Total
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:
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	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments:	4 3 2 1 Comments: