

# **ARTS IMPACT INSTITUTE LESSON PLAN** Core Program Year 1 Arts Foundations

## DANCE LESSON – **Self and General Space in Dance**

**Artist-Mentor: Jo Petroff**

**Grade Levels: K – Fifth Grade**

Examples:



### **Enduring Understanding**

Moving in one spot (self-space) with non-locomotor movements and/or through space (general space) with locomotor movements can reflect the types of movement we see in everyday life.

**Target:** Moves in self-space and general space.

**Criteria:** Performs non-locomotor actions on one spot and locomotor actions through the room.

**Target:** Moves in self and general space leading or shadowing a partner.

**Criteria:** Dances in one spot (non-locomotor action) or through space (locomotor action) with a partner, performing movement as a leader in front or copying/shadowing movement as a follower in back.

**Target:** Moves in self and general space in a small group either leading or shadowing.

**Criteria:** Dances in one spot (non-locomotor action) or through space (locomotor action) as a member of a group performing movement as a leader in front or copying/shadowing movement as a follower in back.

### **Teaching and Learning Strategies**

1. **Leads students in *BrainDance* warm-up.** (Originally developed by Anne Green Gilbert, video reference: *BrainDance, Variations for Infants through Seniors*). Music: Eric Chappelle, #20 "Potpourri" from *Music for Creative Dance, Volume III*. **Demonstrates the dance using the following sequence of movement patterns:**

Tactile: Rub hands. Tap body lightly from head to toe. Stomp feet;

Breath and Core-Distal: Breathe in through the nose and out the mouth. Repeat. Gradually increase the size of the breath, growing from the center of the body when you inhale, and shrinking when you exhale;

Head-Tail: Curl the body forward from head to tailbone. Curl it backwards. Repeat forward and back. Curve from side-to-side several times;

Upper Half: Stabilize the lower half of the body and only the top half dances;

Lower Half: Stabilize the upper half of the body. Only the bottom half dances, staying in one spot;

Body-Half Right: Stabilize the left side of the body and only the right side dances;

Body-Half Left: Stabilize the right side of the body and only the left side dances;

Swing: Swing upper body up and down several times;

Cross-Lateral: Reach across the body with one hand and then the other. Repeat several times. Explore other cross-lateral movements, e.g. elbow to opposite knee or hand to opposite foot;

Spin and Jump: Spin clockwise. Stop and jump in place. Spin counterclockwise. Stop and jump in place for 4 counts.

When students have finished the warm-up, directs students' attention to the fact that the warm-up stayed in one spot. They weren't dancing throughout the room. *Prompts: Dancers have specific language to describe how they use space. We refer to self and general space. In this lesson we will be exploring self and general space.*

Student: Participates in warm-up according to teacher prompts.

## **2. Introduces concepts of self and general space using a movement exploration:**

**Move and Freeze.** Music: Eric Chappelle, #2 "Rock and Stop", *Music for Creative Dance*, Volume III.

**a. Introduces the concept of kinesphere**—space bubble or personal space. *Prompts: This is the amount of space your body uses as it moves or freezes. Expand your kinesphere or shrink it. Your kinesphere always needs empty space to move or freeze in.*

**b. Introduces concepts of self-space** (actions on one spot) and **general space** (movements that travel through the room). Uses the dance word signs to reinforce concepts for visual learners. Directs the students to move in self or general space while the music plays and to stop, frozen, when the music stops.

**c. Asks students to move with specific locomotor movements** (skip, hop, gallop, etc.) **and non-locomotor movements** (twist, shake, melt, bend, etc.) *Prompts: Listen to my cues and I'll tell you if the movement should be in self-space (non-locomotor) or through the general space (locomotor). Continues to use the dance word signs to reinforce the concept. (This music has "stops" in the composition, but you can always freeze the action sooner by pressing "pause". Prompts: Find an empty space to begin. Shake in self-space. Self-space is all the space you can dance in while staying in one spot. (Music stops.) Freeze. Skip through the general space. General space is all the space you travel in within a given general area. When we move in general space it's important to share the space without bumping into each other. Look for the empty spaces to move in. (Music stops.) Freeze. Twist in self-space, etc.*

Student: Moves in self or general space (according to teacher direction) while music plays. Stops, frozen, when the music stops.

Embedded Assessment: Criteria-based teacher checklist—room scan, reverse checklist

## **3. Directs class in *Shadowing in self-space, then through the general space.*** Music: Eric Chappelle, #1 "Dakota Dawn", *Music for Creative Dance*, Volume III.

**a. Models the activity in self-space:** Asks for a student volunteer. Decides which student will lead and which student will shadow (standing behind leader). After modeling, divides students into duos. Guides students through shadowing in self-space.

**b. Models the activity in general space.** Guides students through shadowing in general space. *Prompts: The leader moves through general space using locomotor movements which travel at a moderate pace and which are easily duplicated. Quick or erratic movements are too difficult for partners to imitate. Leaders always move into empty spaces rather than cutting off other duos or cutting in between partners.*

**c. Guides students through shadowing in self and general space.** Makes the activity more challenging: Guides students to utilize both self and general space when they are leading. *Prompts: Partner 'A' uses slow movements in self or general space. Partner 'B' follows using the same movements. Remember, you have a shadow following your movements. Switch roles.*

Student: As leader, moves slowly in self-space choosing non-locomotor movements (twists, stretches). As partner, moves behind leader copying movements exactly while music plays. When music stops, partners freeze, then jump and turn to face opposite direction. Trades roles and repeats. Then participates in shadowing activity in general space using locomotor movements with a partner.

Embedded Assessment: Criteria-based teacher checklist—room scan, reverse checklist

4. **Guides students through *Shadow Line* exploration.** Music: Eric Chappelle, #5 “Raggedy March”, *Music for Creative Dance*, Volume III.

a. **Asks for three student volunteers to stand in a line with them in front and the others behind for *Shadow Line*.** Leads the activity as before (in self and general space). Uses movements that are moderate in tempo and easily duplicated. Uses lots of repetition. *Prompts: You are the first leader. Remember there are three shadows now. When the music stops, all group members freeze. The leader dances to the back of the line (in silence). The next person is the new leader and moves/leads when music plays. Repeat the process until each member of the group has been the leader. Cutting off other groups or dancing between other group members is inappropriate.*

b. **Divides students into small groups.** Combines duos from shadowing (above exploration #3) to make lines of 4 (depending on students’ maturity, either appoints a first leader or has the group decide). Guides students through the activity by turning music on and off to facilitate the change of leadership. *Prompts: Line leaders, choose movements that are moderate in speed, happen in self-space or travel through the general space, and use lots of repetition. Please move in the empty space around each line. Don’t cut through a line.*

Student: Explores self and general space with Shadow Lines.

Embedded Assessment: Criteria-based teacher checklist—room scan, reverse checklist

5. **Facilitates discussion of student reflections on the use of self and general space in their daily lives.** Asks students to fill in written self-reflection and personal assessment worksheet. *Prompts: When do you use self-space or general space at home, on the playground, during sports?*

Student: Contributes to class reflection.

Embedded Assessment: Criteria-based reflection, verbal and/or written.

Vocabulary	Materials and Resources	WA Essential Learnings & Frameworks
<p><u>Performing Arts:</u> general space, kinesphere, locomotor, movement, non-locomotor, self-space, shadowing, space</p>	<p><b>Performing Arts:</b> <b>Tacoma, WA</b> <a href="#">Broadway Center for the Performing Arts</a></p> <p><b>Seattle, WA</b> <a href="#">University of Washington World Series of Dance</a></p> <p><a href="#">Pacific Northwest Ballet</a></p> <p><b>Music:</b> Eric Chappelle, <i>Music for Creative Dance: Contrast and Continuum</i>, Volume III</p> <p><b>Classroom:</b> Dance Word Signs: self-space, general space</p>	<p><i>AEL 1.1 concepts:</i> space <i>AEL 1.2 skills and techniques:</i> shadowing <i>AEL 2.2 artistic process:</i> creates, performs <i>AEL 3.1 communicates ideas</i></p>

# ARTS IMPACT INSTITUTE LESSON PLAN

## DANCE LESSON – Self and General Space in Dance

### SELF-ASSESSMENT WORKSHEET

Student Name:	Performs <b>non-locomotor</b> actions on one spot	Performs <b>locomotor</b> actions through the room	Self-Space and General Space				Total 6
			Dances in one spot- (non-locomotor action) or through space (locomotor action) <b>with a partner</b> , performing movement		Dances in one spot (non-locomotor action) or through space (locomotor action) as a member of a <b>small group</b> , performing movement		
			<b>as a leader</b> (in front)	<b>copying/shadowing as a follower</b> (in back)	<b>as a leader</b> (in front)	<b>copying/shadowing as a follower</b> (in back)	

#### Criteria-based Reflection Questions:

##### Self-Reflection:

*When do you move in self-space on the playground, in the classroom, at home?*

**Peer to Peer:** *When do you move in general space on the playground, in the classroom, at home? Discuss it with a classmate.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ARTS IMPACT INSTITUTE LESSON PLAN

## DANCE LESSON – Self and General Space in Dance

### ASSESSMENT WORKSHEET

Students	Self-Space and General Space						Total 6
	Performs <b>non-locomotor</b> actions on one spot	Performs <b>locomotor</b> actions through the room	Dances in one spot- (non-locomotor action) or through space (locomotor action) <b>with a partner</b> , performing movement		Dances in one spot (non-locomotor action) or through space (locomotor action) as a member of a <b>small group</b> , performing movement		
			<b>as a leader</b> (in front)	<b>copying/ shadowing as a follower</b> (in back)	<b>as a leader</b> (in front)	<b>copying/ shadowing as a follower</b> (in back)	
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Total							
Percentage							

**Criteria-based Reflection Questions:** (Note examples of student reflections.)

**Self-Reflection:**

*When do you move in self-space on the playground, in the classroom, at home?*

**Peer to Peer:** *When do you move in general space on the playground, in the classroom, at home? Discuss it with a classmate.*

**Thoughts about Learning:**

*Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?*

**Lesson Logistics:**

*Which classroom management techniques supported learning?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## **ARTS IMPACT FAMILY LETTER**

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### **DANCE LESSON – Self and General Space in Dance**

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Dear Family:

Today we focused on **self-space** and **general space** in dance.

- We explored moving on one spot (self-space) and moving through the room (general space).
- While moving in self-space and through general space we practiced **shadowing** a partner (copying their movements as we moved behind them).
- We practiced shadowing in small groups, taking turns being the leader, as we moved in self or general space.
- We reflected about when we move in self or general space in our daily lives.

At home you could look for movements in self-space or through general space while watching characters on TV or when you're outside at the park. When you're reading a book you can picture whether the characters' actions are taking place in self-space or general space.

#### **Enduring Understanding**

Moving in one spot (self-space) with non-locomotor movements and/or through space (general space) with locomotor movements can reflect the types of movement we see in everyday life.