

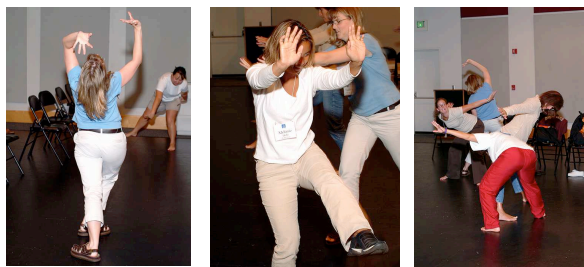
# ARTS IMPACT INSTITUTE LESSON PLAN Core Program Year 1 Arts Foundations

## DANCE LESSON – Shape in Dance

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**Grade Levels: K – Fifth Grade**

Examples:



### Enduring Understanding

Holding and changing body shape is part of dance and everyday living.

**Target:** Recognizes, holds and makes a shape with the body.

**Criteria:** Uses the body's form to create a statue-like shape with spine, head, arms, and legs.

**Target:** Uses all parts of the body while dancing.

**Criteria:** Changes the relationship of spine, head, arms, and legs while moving.

### 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.

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

2. **Introduces the concept of shape** and displays the "shape" word card. Leads students in exploring holding shapes alone and with others. *Prompts: Do something fantastic with your arms, your legs, your spine, your head.* Cue students many times, emphasizing different parts of their bodies. *Sometimes I'll want you to freeze and make a fantastic shape. When I give this signal, please freeze.*

Student: Holds a variety of shapes alone and with others.

Embedded Assessment: Criteria-based teacher checklist—room scan, reverse checklist; student self-assessment

**3. Introduces and models the puzzle shape** exercise with one or two student volunteers. Makes a puzzle shape with volunteers. *Prompts: Make a shape with open spaces, then each student fills in the spaces to make a shape where the pieces (bodies) fit together without touching—like a puzzle. Step out of the shape and fits self into the puzzle shape in a new place. We'll each take turns stepping out, and fitting into the shape in a new place. We can continue taking turns stepping out of the shape and fitting back into the puzzle shape until the exercise is over. Repeats the activity for the amount of time it takes to assess student performance of tasks on the assessment worksheet.*

Student: Participates in the puzzle shape exercise with one or two partners.

Embedded Assessment: Criteria-based teacher checklist—room scan, reverse checklist; student self-assessment

**4. Demonstrates moving while using all parts of the body.** Music: Bobby McFerrin, "Medicine Man"; "Raggedy March", "Tambourine", *Music for Creative Dance, Volume III*, or a drum. *Prompts: I'll be watching to see your entire body moving and changing. Use your head, your spine, your arms, and your legs. Stay with your group from the puzzle exercise and dance away from your partners and come back moving all parts of your body.*

Student: Moves away from and toward partners while using and changing all parts of the body.

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

**5. Models ABA choreography form** using the skills of making and holding a shape and moving using all parts of the body. Guides students through repeated practice. *Prompts; Freeze in your puzzle shape. While I count to 5, I want you to dance away from your partners using your head, your spine, your arms and your legs: 1,2,3,4,5. While I count to 5 again, dance back to you partners using your whole bodies and freeze in your fantastic puzzle shape: 1,2,3,4,5. This time try moving in different directions with big and small movements, etc.*

Student: Practices ABA form with partners.

**6. Demonstrates the attributes of a successful performance and leads students through further practice.** *Prompts: This time I'm counting to 7 while you and your partners discuss and plan how to make your movement as fantastic as possible. Count: 1,2,3,4,5,6,7. While you practice your material, this time I'm going to be in charge. You'll need to use your eyes to stay together with your group.*

Student: Discusses and plans refinements of choreography, then practices it.

Embedded Assessment: Criteria-based self-assessment; reflection

**7. Leads class through performance of choreography,** half the class at a time. *Prompts: When each group is finished performing, I am going to ask you to describe some of the fantastic shapes you saw. Can you also describe the different ways the students used their whole bodies to dance away from and back to the puzzle shape?*

Student: Performs choreography.

Embedded Assessment: Criteria-peer critique.

**8. Guides students in a reflection connecting the dance concepts of shape with everyday life.** *Prompts: What shapes do you observe in the classroom, on the playground, at home? When do you make different shapes in the classroom, on the playground, at home? When are times that you change your shape at home, on the playground, or in the classroom?*

Student: Reflects and responds.

Embedded Assessment: Criteria-based reflection

Vocabulary	Materials and Resources	WA Essential Learnings & Frameworks
<p>Performing Arts: changing shape, fantastic shape, shape (wide, narrow, curved, straight, bent, twisted)</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; Bobby McFerrin, "Medicine Man", drum</p> <p><b>Classroom:</b> Dance Word Card: shape BrainDance chart</p>	<p><i>AEL 1.1 concepts:</i> shape <i>AEL 1.2 skills and techniques:</i> movement and stillness with whole body <i>AEL 2.2 artistic process:</i> reflect for self-evaluation; rehearses, perform</p>

# ARTS IMPACT INSTITUTE LESSON PLAN

## DANCE LESSON – Shape in Dance

### PERSONAL ASSESSMENT WORKSHEET

Student Name	<b>Shape in Dance</b> Self-Reflection
	<p>What did I do to make a fantastic shape like a statue with my spine, head, arms and legs?</p> <p>What parts of my body fit together with the other dancers without touching?</p> <p>What parts of my whole body did I use when I danced away from and back to my partner(s)?</p>

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Student Name	<b>Shape in Dance</b> Self-Reflection
	<p>What did I do to make a fantastic shape like a statue with my spine, head, arms and legs?</p> <p>What parts of my body fit together with the other dancers without touching?</p> <p>What parts of my whole body did I use when I danced away from and back to my partner(s)?</p>

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Student Name	<b>Shape in Dance</b> Self-Reflection
	<p>What did I do to make a fantastic shape like a statue with my spine, head, arms and legs?</p> <p>What parts of my body fit together with the other dancers without touching?</p> <p>What parts of my whole body did I use when I danced away from and back to my partner(s)?</p>

# ARTS IMPACT INSTITUTE LESSON PLAN

## DANCE LESSON – Shape in Dance

### ASSESSMENT WORKSHEET

Students	Shape		Total 2
	Creates a statue-like shape with spine, head, arms, and legs	Changes the relationship of spine, head, arms, and legs while moving	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
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10.			
11.			
12.			
13.			
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21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
Total			
Percentage			

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

**Self-Reflection:**

*How do you use your whole body to move on the playground? When do you use your whole body movement at home?*

**Peer to Peer:** *Describe the different ways the students used their whole bodies to dance away from and back to the puzzle shape?*

**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 – Shape in Dance**

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Dear Family:

Today your child participated in a movement lesson. We worked with **shape** in dance.

- We made fantastic shapes (freezing in a shape that used head, spine, arms and legs).
- We danced with our whole bodies (changing the relationship of head, spine, arms, legs, while we were moving).

At home you could look at the varied shapes of things. You could look for things which change their shapes.

What kind of shape does this (refrigerator, door, tree, etc.) have? When are times that you change your shape?

#### **Enduring Understanding**

Holding and changing body shape is part of dance and everyday living.