

ARTS IMPACT INSTITUTE LESSON PLAN - Core Program Year 2 Art-Infused

DANCE LESSON – Relationships in Space

Arts-Infused Disciplines: Dance/Writing

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Arts-Infused Concept: Spatial Relationships

Grade Levels: First and Second Grade

Examples:



Enduring Understanding:

Two or more people, body parts, or objects can relate to one another in a spatial relationship.

Target: Creates spatial relationships with others in stillness and movement.

Criteria: Holds the body motionless or moves over/under, in front/behind, beside, around peers.

Target: Creates choreography using relationships in space with a group.

Criteria: Creates a choreography sequence of movement with a group showing two fantastic puzzle shapes, movement together that shows a spatial relationship, use of three prepositions that are distinct one from another, and teamwork that demonstrates purposeful movement together.

Target: Describes spatial relationships.

Criteria: Selects prepositions to describe the interaction in space between two or more people.

Teaching and Learning Strategies

1. **Leads a warm-up about spatial relationships.** *Prompts: Let's try moving our arms in front of us, now behind...over, under, all around us. Now let's work with our legs: stretching in front, now behind, now all around, etc. Over, under, in front, behind, beside, around are prepositions we use in dance and in reading and writing.*

Student: Moves various body parts in different spatial relationships to spine.

2. **Guides students through making puzzle shapes that demonstrate prepositional relationships.** *Prompts: Let's make puzzle shapes using our knowledge of prepositions (over/under, in front/behind, beside, around, etc.) that can help us create relationships between dancers. The quickest way to solve your problem is with your eyes. I'm noticing this group's not using their voices is the quickest to create their shapes. Remember, puzzle shapes fit together without touching.*

Student: Works in small group exploring prepositional shapes

Embedded Assessment: Criteria-based teacher checklist ('room scan' with reverse checklist)

3. **Leads students in moving through the room in prepositional relationships.**

Prompts: Now try changing your shape as you move through the room—in front and behind, etc. Make sure you use your eyes to carefully watch how your partners are moving.

Student: Practices moving through the room using prepositions as catalysts.

Embedded Assessment: Criteria-based teacher checklist ('room scan' with reverse checklist)

4. Introduces and models beginning/middle/end form using prepositions. *Prompts: First, make a puzzle shape demonstrating whichever preposition you've chosen; second, move through the room changing your shapes while showing the preposition you've chosen; third, finish with a puzzle shape to show your last preposition.*

Student: Plans the sequence of prepositions with group.

5. Guides the rehearsal process. *Prompts: Make sure you're listening with your eyes. When your partner begins to move, follow them. When someone stops for the final shape, stop with them. Are you changing your whole body's shape as you move? Check your puzzle shape: are all your shapes fantastic shapes and show a prepositional relationship?*

Student: Rehearses with an emphasis on partner and spatial relationships.

6. Demonstrates attributes of high-quality performance. *Prompts: I'm looking for four things: two fantastic puzzle shapes, movement together that shows a spatial relationship, use of three prepositions that are distinct one from another, and teamwork that demonstrates purposeful movement together.*

Student: Considers criteria-based prompt.

7. Guides performance. *Prompts: Each group will watch a partner group. You'll take turns being performers and audience. Before you perform make sure you state your three prepositions. Audience, make sure you watch that your performers are clear. Be prepared to tell them after their performance if there is a way they can clarify their performance and write the spatial relationships you saw.*

Student: Performs sequence of movements with group. Reflects on peer assessment following performance.

Embedded Assessment: Peer assessment, criteria-based teacher checklist

Vocabulary	Materials	WA Essential Learnings and Frameworks
<p><u>Arts Infused: Math and Dance</u> relationships: around, beside, in front/beside, over, under, space</p> <p><u>Arts:</u> puzzle shape, space</p>	<p>Performances: Performances: Broadway Center for the Performing Arts, Tacoma, WA</p> <p>World Series of Dance, Seattle, WA:</p> <p>Pacific Northwest Ballet, Seattle, WA:</p> <p>Performance Materials: Music: Steve Reich, <i>Music for Large Ensemble</i>, EMI Music</p>	<p>Essential Learnings AEL 1.1 concepts: space AEL 1.1.2 principles of organization: spatial relationships AEL 1.4 applies audience skills: describes, analyses AEL 2.2 applies artistic process: reflects for self-evaluation; refines work AEL 2.2 performance process: rehearses, performs</p> <p>WEL 2.1.2 uses a variety of words: prepositional relationships</p> <p>Arts State Frameworks <i>Kindergarten:</i> moves safely through space individually and in a group <i>Grade 1:</i> names And moves various parts of the body <i>Grade 2:</i> creates movement that represent basic prepositional relationships such as above/below, around/between</p> <p>Writing State Frameworks <i>Grade 1:</i> uses descriptive words (relationship words) <i>Grade 2:</i> uses descriptive words (relationship words)</p>

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DANCE LESSON – Relationships in Space

ASSESSMENT WORKSHEET

Students	Relationships in Space						Total 6
	Still Puzzle Shapes DANCE	Moving Puzzle Shapes DANCE	Choreography DANCE			Choreography WRITING	
	Holds the body motionless over/under, in front/behind, beside, around peers	Moves the body over/under, in front/behind, beside, around peers	Makes two fantastic puzzle shapes (beginning and end)	Moves as group with purposeful spatial relationships	Creates three prepositional relationships as a group	Selects preposition to describe the interaction in space between two or more people.	
1.							
2.							
3.							
4.							
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11.							
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13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
Total							
Percentage							

Criteria-based Reflection Questions: *(Note Examples of Student Reflections)*

Self-Reflection: *What spatial relationships did you create with your dance group?*

Peer to Peer: *What spatial relationships did you see in other dance groups? How could they have clarified their performance?*

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: _____

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ASSESSMENT WORKSHEET

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Criteria-based Reflection Questions:

Self-Reflection: *What spatial relationships did you create with your dance group?*

Peer to Peer: *What spatial relationships did you see in other dance groups?*

How could they have clarified their performance?

ARTS IMPACT FAMILY LETTER

DANCE LESSON – Relationships in Space

Dear Family:

Today your child practiced **spatial relationships** (over/under, in front/behind, near/far, beside, around which are prepositions in language arts).

- We practiced building spatial relationships with a partner while **motionless** and while **moving**.
- We used **prepositions** as a catalyst for partner relationships.
- We created spatial relationships with a partner for a short performance and reflected on our own work and the dance work of peers.

At home, you could describe your spatial relationship to each other at different times when you are at home (ex. having dinner, jogging, cooking dinner). You could look at the spatial relationships between characters on TV. What kind of spatial relationships do you use most in your home? Is there anything we can tell about TV characters' relationship to each other by the spatial relationships they are placed in?

Enduring Understanding

Two or more people, body parts, or objects can relate to one another in a spatial relationship.