

## ARTS IMPACT LESSON PLAN

### Dance Lesson

#### *Body Shapes and Mirroring – A Day at the Shape Museum*

Authors: Michelle Anijo with Joanne Petroff

Grade Level: Pre-kindergarten

#### Enduring Understanding

Performing a sequential set of shapes and movements can help to engage the dancers' minds and focus their attention.

#### Lesson Description (Use for family communication and displaying student art)

*Students make and copy body shapes. They initiate and mirror movements. Then they combine these movement skills into a sequence creating a Day at the Shape Museum.*

### Learning Targets and Assessment Criteria

**Target:** Makes a shape with the body.

**Criteria:** Creates a frozen statue/sculpture using straight, curved, bent, or twisted forms.

**Target:** Thinks creatively.

**Criteria:** Demonstrates at least two different straight, curved, bent, and twisted shapes.

**Target:** Replicates a shape.

**Criteria:** Copies the body form seen in a picture.

**Target:** Moves as a leader and a follower with a partner.

**Criteria:** Initiates and mirrors movements.

**Target:** Follows a sequential set of movement directions.

**Criteria:** Performs a movement structure: 1) Dances through space to partner. 2) Copies partner's shape. 3) Mirrors partner's movements.

#### Vocabulary

Arts:  
Bent  
Body shape  
Copy  
Curved  
Freeze  
Mirror  
Sculpture/Statue  
Sequence  
Straight  
Twisted

#### Materials

##### Museum Artworks or Performance Seattle, WA

Pacific Northwest Ballet

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Word card: body shape; Drum; Pictures of statues and sculptures; Class Assessment Worksheet; music player; Music: *Creative Dance, Volume III* by Eric Chappelle

#### Learning Standards

##### WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Space, Shape
- 1.1.4 Principles of Choreography: Form
- 1.2.1 Skills and Techniques: Sequence
- 2.1.1 Creative Process
- 2.3.1 Responding Process

##### Early Learning Guidelines

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.del.wa.gov/development/guidelines/> (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body; enjoy challenging self to try new and increasingly difficult activities. (Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; hum or move to the rhythm of recorded music; watch other children dance; try to mimic the movements.

## ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

## Pre-Teach

Introduce the concepts of kinesphere and self-space and general space from the Arts Impact *Space: Self and General* lesson and shapes from the *Shape* lesson. Guide practice working with a partner.

 Establish partners for this lesson in advance, one dancer from the red group and one from the blue group.

## Lesson Steps Outline

**1.** Lead students in *BrainDance* warm-up. Add stops to demonstrate body shapes.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

**2.** Introduce the concept of body shape. Display the "body shape" word card. Lead students in exploring freezing individual body shapes. Guide them to use the 21<sup>st</sup> Century Skill of Creative Thinking to freeze in different shapes.

 Criteria-based teacher checklist, self-assessment: Creates a frozen statue/sculpture using straight, curved, bent, or twisted forms. Demonstrates at least two different straight, curved, bent, and twisted shapes.

**3.** Demonstrate and guide copying a body shape from pictures.

 Criteria-based teacher checklist: Copies the body form seen in a picture.

**4.** Demonstrate and guide mirroring.

Music: #7 "Breathe," *Music for Creative Dance, Volume III* by Eric Chappelle

 Criteria-based teacher checklist: Initiates and mirrors body movements

**5.** Directs shape museum with mirroring.

Music: #13 "Fairy Tale," *Music for Creative Dance, Volume III* by Eric Chappelle

 Criteria-based teacher checklist: Performs a movement structure: 1) Dances through space to partner. 2) Copies partner's shape. 3) Mirrors partner's movements.

**6.** Lead reflection.

Criteria-based student reflection: Considers making shapes, mirroring, and dancing a sequence.

## LESSON STEPS

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### 1. Lead students in *BrainDance* warm-up. Add stops to demonstrate body shapes.

(BrainDance originally developed by Anne Green Gilbert, [www.creativedance.org](http://www.creativedance.org), reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III* by Eric Chappelle, <http://www.aventurinemusic.com/>

#### **Breath** (Before the music begins.)

- *Your muscles and your brain need oxygen, so inhale through your nose and exhale through your mouth. Breathe deeply and slowly.*

#### **Tactile** (Begin the music.)

- *Wake up your hands. Tap from the top of your head all the way to your toes.*

#### **Core-Distal**

- *Grow into a big shape. Freeze. Notice how you have made a huge letter X shape. Shrink into a small shape. Freeze. You have made a tiny bug shape.*

#### **Head-Tail**

- *Curl your spine forwards and backwards and forwards and backwards.*
- *Curve from side to side.*

#### **Upper Half**

- *The top half of your body dances, while the lower half is frozen. Freeze. Wow, you just made a shape where the top part of your body is really important!*

#### **Lower Half**

- *The lower half of your body dances, while the upper half is frozen. Freeze. Wow, you just made a shape where the bottom part of your body is really important!*

#### **Body-Half Right, then Left**

- *Your left side is frozen and only the right side dances.*
- *Now the right side is frozen and the left half dances.*

#### **Cross-Lateral**

- *Use your hands to draw lines crossing in front of your body. What other crisscross movements can you do?*

#### **Eye Tracking**

- *Keep your eyes on your right hand. Move it from one side to the other and up and down.*
- *Watch your left hand as you smoothly move it from side to side and up and down.*

#### **Spin/Vestibular**

- *Glue your arms to your sides. Turn. Freeze in a body shape like a statue or sculpture. Turn the other direction. Freeze in a body shape. You have made a new statute or sculpture.*

#### **Breath**

- *Breathe quietly.*

**2. Introduce the concept of body shape. Display the “body shape” word card. Lead students in exploring by freezing in individual body shapes. Guide them to use the 21<sup>st</sup> Century Skill of Creative Thinking to freeze in different shapes.**

- *Dancers use their bodies to make creative and imaginative shapes. They are like statues; we call them body shapes.*
- *I will count to five using my drum and then please freeze on the next drumbeat. Make any body shape you would like, but it must be a body shape like a statue or sculpture.*
- *1,2,3,4,5, freeze.*
- *You can make your shapes in more than one way. That’s the 21<sup>st</sup> Century Skill of Creative Thinking! Will you repeat those words with me? CRE-A-TIVE THINK-ING. Let’s tap the words into our shoulders while we say them again. CRE-A-TIVE THINK-ING. Let’s tap another way. We’ll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. CRE-A-TIVE THINK-ING.*
- *This time, make a body shape that is straight. 1, 2, 3, 4, 5, freeze.*
- *Make a different body shape that is straight. 1, 2, 3, 4, 5, freeze.*

▣ Repeat with curved, bent, and twisted.

- *Dancers, check in with yourselves to make sure that each body shape stops. It is frozen. Have you made two body shapes that are straight? Curved? Bent? Twisted?*

Criteria-based teacher checklist, self-assessment: Creates a frozen statue/sculpture using straight, curved, bent, or twisted forms. Demonstrates at least two different straight, curved, bent, and twisted shapes.

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**3. Demonstrate and guide copying a body shape from pictures.**

- *Let’s look at some pictures of statues and sculptures and try to copy them. Are they sitting or standing? Where are their hands? Look at their faces? Do you see straight lines or curved lines?*
- *1, 2, 3, 4, 5 make that shape. Let’s try another one.*

Criteria-based teacher checklist: Copies the body form seen in a picture.

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**4. Demonstrate and guide mirroring.**

▣ Partners have been established in advance and consist of a blue and red dancer.

Music: #7 “Breathe,” *Music for Creative Dance, Volume III* by Eric Chappelle

- *I’ll need a partner to show you how mirroring is done. My partner and I will face each other. First we will make body shapes. If I’m red, I will make a body shape and my blue partner will copy it and then I will start slow smooth movements and my partner is my mirror and will move just like I am moving.*
- *If you are the leader, make movements that are slow and smooth so your partner can follow you. If you are the mirror image, watch carefully and follow your leader as closely as you can.*

- *Change leaders and the blue dancers will make the statue and the red dancer will copy it. Then the blue dancer leads slow, smooth movements, and the red dancer mirrors.*

Criteria-based teacher checklist: Initiates and mirrors movements.

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## **5. Directs shape museum with mirroring.**

Music: #13 "Fairy Tale" from *Music for Creative Dance, Volume III* by Eric Chappelle

Play the music so the students can hear the different selections before they begin dancing.

- *The blue group dances the following sequence: 1) Creates the first statue in the museum. 2) When the partner enters and copies the shape, initiates slow smooth movements.*
- *The red group dances the following sequence: 1) Visitors enter the museum and dance through general space to their pre-established partners. 2) Copy partner's statue shape. 3) Mirror partner's movements. 4) Visitors leave the museum while dancing through general space to exit.*
- *Reverse roles.*

Criteria-based teacher checklist: Performs a movement structure: 1) Dances through space to partner. 2) Copies partner's shape. 3) Mirrors partner's movements.

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## **6. Lead reflection.**

- *What shapes did you make when you were the leader?*
- *How did you use your creative thinking skills to create different shapes?*
- *Were you an absolute copy when you were copying the shapes?*
- *What did you do when you were the leader?*
- *What did you do when you were mirroring the leader?*
- *How did it help you to put it all together it all in a sequence?*

Criteria-based reflection: Considers making shapes, mirroring, and dancing a sequence.

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**ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson**

Pre-kindergarten: *Body Shapes and Mirroring – a Day at the Shape Museum*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	DANCE								Total 8
Concept	Shape	Creative Thinking	Shape	Mirroring		Structure			
Criteria	Creates a frozen statue/ sculpture using straight, curved, bent, or twisted forms.	Demonstrates at least two different straight, curved, bent, and twisted shapes.	Copies the body form created from a picture.	Initiates movements	Mirrors movements	Dance through space to your partner.	Copy partner's shape.	Mirror partner's movements	
Student Name									
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26.									
27.									
28.									
29.									
30.									
Total									
Percentage									

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*How could I connect the concepts in this lesson with other disciplines?*

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

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

**ARTS LESSON: *Body Shapes and Mirroring – a Day at the Shape Museum***

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Dear Family:

Today your child participated in a **Dance** lesson. We talked about shapes.

- We discovered how to make and copy shapes with our bodies.
- We created movements and copied or mirrored a partner's movements.
- We danced a sequence (A Day at the Shape Museum). We danced into our shape museum. We copied a partner's shape or statue. We mirrored with our partner.

At home, you could make shapes with your child and copy each other. You could take turns leading movements and copying the movements as a mirror.

**Enduring Understanding**

Performing a sequential set of shapes and movements can help to engage the dancers' minds and focus their attention.