

**ARTS IMPACT LESSON PLAN**

**Dance Lesson**

**Shadow Dance**

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Grade Level: Pre-kindergarten

**Enduring Understanding**

Movement can be initiated by a leader and copied by a follower.

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

*Students discuss the book, Shadow, by Suzy Lee. They lead movements and follow them, as a class, by shadowing the movements of the leader. Students communicate by leading and respond by following with movements and not words.*

**Learning Targets and Assessment Criteria**

**Target:** Moves in self-space leading a group.

**Criteria:** Dances in one spot, performing movement as a leader in front of the group.

**Target:** Shadows in self-space.

**Criteria:** Dances in one spot, copying movement as a follower in back.

**Target:** Communicates effectively.

**Criteria:** Physically expresses movement ideas; responds by watching and physically copying others' movement ideas.

<b>Vocabulary</b>	<b>Materials</b>	<b>Learning Standards</b>
<p><u>Arts:</u> Self-space Shadow</p>	<p><b>Museum Artworks or Performance</b> <b>Seattle, WA</b> Pacific Northwest Ballet</p> <p><b>Tacoma, WA</b> Broadway Center for the Performing Arts</p> <p><b>Materials</b> <i>Shadow</i> by Suzy Lee, Class Assessment Worksheet</p> <p><b>Music:</b> <i>Music for Creative Dance</i>, Volume III, by Eric Chappelle</p>	<p><b>WA Arts State Grade Level Expectations</b> <i>For the full description of each WA State Arts Grade Level Expectation, see: <a href="http://www.k12.wa.us/Arts/Standards">http://www.k12.wa.us/Arts/Standards</a></i></p> <p>1.1.1 Elements: Space, Place 1.2.1 Skills and Techniques: Non-locomotor Movements 2.1.1 Creative Process 2.2.1 Performance Process 2.3.1 Responding Process</p> <p><b>Early Learning Guidelines, if applicable</b> <i>For a full description of Washington State Early Learning and Child Development Guidelines see: <a href="http://www.del.wa.gov/development/guidelines/">http://www.del.wa.gov/development/guidelines/</a></i> (Age 4-5) 2. Building relationships: Social behaviors: cooperate with other children and take turns. (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): enjoy challenging self to try new and increasingly difficult activities. (Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; watch other children dance and try to mimic their movements.</p>

### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Read *Shadow* by Suzy Lee. Introduce shadows in a creative center. Introduce movement safety and the dance concept of self-space.

### Lesson Steps Outline

**1.** Reread the book, *Shadow*, by Suzy Lee.

**2.** Lead students in the BrainDance warm-up. Use a shadow configuration (teacher is the leader and stands in front with her back to the students).

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

 Criteria-based process assessment: Shadows the teacher and warms up with the BrainDance.

**3.** Model shadowing with the co-teacher. Introduce the 21<sup>st</sup> Century Skill of Communication.

**4.** Guide students as they shadow as a whole group with you as the one leader.

 Criteria-based process assessment: Shadows the movement of the teacher.

**5.** Choose different students to be leaders who guide students through shadowing in self-space.

 Criteria-based teacher checklist: Dances in one spot, performing movement as a leader in front of the group. Dances in one spot, copying movement as a follower in back. Physically expresses movement ideas; responds by watching and physically copying others' movement ideas.

**6.** Talk about shadowing with the students.

 Criteria-based reflection: Discusses techniques for leading, following, and communicating.

## LESSON STEPS

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### 1. Reread the book, *Shadow*, by Suzy Lee.

- *Look at the illustrations in the book. What do you see?*
  - *Where do you notice the little girl's shadow following her?*
  - *Today we will be shadowing with our bodies. Let's warm up with the BrainDance.*
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### 2. Lead students in the BrainDance warm-up. Use a shadow configuration (teacher is the leader and stands in front with her back to the students). (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. Quickly tap from the top of your head all the way to your toes.*

#### **Core-Distal**

- *Grow into a big shape. Shrink into a small 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.*

#### **Lower Half**

- *The lower half of your body dances, while the upper half is frozen.*

#### **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**

- *Reach across your body with one hand and then the other. Use high and low levels.*

#### **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 shape. Turn the other direction. Freeze in a shape.*

## **Breath**

- *Breathe quietly.*
- *How was the BrainDance different today? Yes, we worked in a shadow configuration. I was the leader and you were my shadows.*

Criteria-based process assessment: Shadows the teacher and warms up with the BrainDance.

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### **3. Model shadowing with the co-teacher. Introduce the 21<sup>st</sup> Century Skill of Communication.**

Music: #1 "Dakota Dawn" from *Music for Creative Dance, Volume III*, by Eric Chappelle

- *I will be the leader and our co-teacher will be my shadow. I will stand in front and face away from my shadow. My shadow will stand behind me and face towards me. I will move slowly in self-space and my shadow will copy me.*
  - *I am using the 21<sup>st</sup> Century Skill of Communication. Will you repeat that word with me? COMMUNICATION. Let's tap the word into our shoulders while we say it again.*
  - *Communication means using our voices, faces, or bodies to show our ideas and watch and respond to others.*
  - *When I am the leader, I am not using any words to communicate. I am using my movement to communicate. My partner is responding by copying me without words, only movement.*
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### **4. Guide students as they shadow as a whole group with you as the one leader.**

- *Now I will be the leader and you all can be my shadows.*
- *Notice how I am communicating with you all with movement and not words.*

Criteria-based process assessment: Shadows the movement of the teacher.

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### **5. Choose different students to be leaders who guide students through shadowing in self-space.**

In order to assess the first criteria, each student will need a chance to be the leader. You may choose to repeat this exploration on several days, so that each student gets to be the leader.

- *When you are the leader you will move slowly in self-space choosing slow movements like twists and stretches.*
- *When you are the shadow, move behind the leader copying movements exactly while the music plays.*
- *When the music stops, I'll trade leaders.*
- *When you are the leader, you will communicate with your shadows without using a word.*
- *When you are following as the shadows, you will respond without words and only movement.*

Criteria-based teacher checklist: Dances in one spot, performing movement as a leader in front of the group. Dances in one spot, copying movement as a follower in back. Physically expresses movement ideas; responds by watching and physically copying others' movement ideas.

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**6. Talk about shadowing with the students.**

- *What did you need to do to be a good leader?*
- *What did you need to do to be a good follower?*
- *How did you communicate your movement ideas? How did you respond to the leader's movement ideas?*

Criteria-based reflection: Discusses techniques for leading, following, and communicating.

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

Pre-kindergarten: *Shadow Dance*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	DANCE		DANCE		Total 4
Concept	Shadowing	Shadowing	Communication		
Criteria	Leading	Following	Leading	Following	
Student Name	Dances in one spot, performing movement as a leader in front of the group.	Dances in one spot, copying movement as a follower in back.	Physically expresses movement ideas.	Responds by watching and physically copying others' movement ideas.	
1.					
2.					
3.					
4.					
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20.					
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23.					
24.					
25.					
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: *Shadow Dance*

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Dear Family:

Today your child participated in a **Dance** lesson. We talked about leading and following.

- We read *Shadow* by Suzy Lee.
- We took turns being the leader, who invents the movement, and a shadow, who copies the movement.
- We used the 21<sup>st</sup> Century Skill of Communication when we led and followed with movement and not words.

At home, you could look at how a light can make shadows. Ask your child to teach you how to be a leader and how to be a shadow.

#### **Enduring Understanding**

Movement can be initiated by a leader and copied by a follower.