**Dance Lesson**

*Shadow Dance*
Authors: Lora Bleha, Yolonda Payne with Joanne Petroff  
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.*

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**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.

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<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Learning Standards</strong></th>
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| Arts:          | Museum Artworks or Performance  
                  Seattle, WA  
                  Pacific Northwest Ballet  
                  **Tacoma, WA**  
                  Broadway Center for the Performing Arts  
                  **Materials**  
                  *Shadow* by Suzy Lee, Class Assessment Worksheet  
                  **Music:**  
                  *Music for Creative Dance, Volume III,* by Eric Chappelle |
| Self-space    | **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](http://www.k12.wa.us/Arts/Standards)  
                  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 |
| Shadow        | **Early Learning Guidelines, if applicable**  
                  *For a full description of Washington State Early Learning and Child Development Guidelines see:*  
                  (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. |
Lesson Steps Outline


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


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

   - 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.

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*).
   

   **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.

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 21st Century Skill of Communication. Will you repeat that word with me? COM-MU-NI-CA-TION. 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.

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.

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.

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.
## ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

Pre-kindergarten: *Shadow Dance*

### CLASS ASSESSMENT WORKSHEET

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**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: ________________
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 21st 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.