

**ARTS IMPACT LESSON PLAN**

**Arts Foundations Dance Lesson**

**Shape**

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**Enduring Understanding**

Holding and changing body parts creates a variety of body shapes.

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

*In this dance lesson, students explore using their heads, spines, arms, and legs to freeze in a shape. They make puzzle shapes with a small group. Using their whole bodies, they make movements that travel. Students create a dance beginning in a puzzle shape, traveling away from and back to their group, and ending in a puzzle shape.*

**Learning Targets and Assessment Criteria**

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

**Criteria:** Creates a still 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.

**Target:** Creates a dance in the ABA form.

**Criteria:** Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape.

**Target:** Collaborates with others.

**Criteria:** Communicates ideas to others; makes compromises; incorporates input/feedback.

<p><b>Vocabulary</b></p> <p>Arts: ABA form</p> <p>Body: arms, head, legs, spine</p> <p>Shape: bent, curved, narrow, straight, twisted, wide</p>	<p><b>Materials</b></p> <p><b>Museum Artworks or Performance</b></p> <p><b>Seattle, WA</b> Pacific Northwest Ballet UW World Series of Dance</p> <p><b>Tacoma, WA</b> Broadway Center for the Performing Arts</p> <p><b>Materials</b> BrainDance chart; Dance Word Card; shape; Drum; Eric Chappelle, <i>Music for Creative Dance: Contrast and Continuum, Volume III</i>; Music player; Computer w/projector; Class Assessment Worksheet</p> <p><i>continued</i></p>	<p><b>Learning Standards</b></p> <p><b>WA Arts Learning Standards in Dance</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><b>Creating (Concept: Shape)</b></p> <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol> <p><b>Performing/Presenting/Producing</b></p> <ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> </ol> <p><b>Responding</b></p> <ol style="list-style-type: none"> <li>9. Apply criteria to evaluate artistic work.</li> </ol> <p><b>Connecting</b></p> <ol style="list-style-type: none"> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ol> <p><i>continued</i></p>
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Pacific Northwest Ballet images:  
Company dancers in Annabelle  
Lopez Ochoa's *Cylindrical  
Shadows*  
©Angela Sterling



### **Early Learning Guidelines (Pre-K – Grade 3)**

*For a full description of Washington Early Learning and Development Guidelines see*


<https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>


(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; show coordination & balance; enjoy challenging self to try new and increasingly difficult activities.

(Age 4-5) 5. Communicating: Speaking and listening: remember and follow directions involving two or three steps.

(Age 4-5) 6. Learning about my world: Arts: Show creativity and imagination.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach


Introduce movement safety.

## Lesson Steps Outline


**1.** Lead students in *BrainDance* warm-up.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle

**2.** Introduce the concept of shape. Display the "shape" word card. Lead students in exploring holding shapes alone and with others.


 Criteria-based teacher checklist, self-assessment: Creates a still shape with spine, head, arms, and legs.

**3.** Display photo of professional dancers in a puzzle shape. Model the puzzle shape exercise with one or two student volunteers. Lead small groups in making puzzle shapes.

 Criteria-based teacher checklist, self-assessment: Creates a still shape with spine, head, arms, and legs.

**4.** Demonstrate and guide exploration of moving while using all parts of the body.

Music: "Raggedy March", "Tambourine", *Music for Creative Dance, Volume III*, or a drum

 Criteria-based teacher checklist: Changes the relationship of spine, head, arms, and legs while moving.

**5.** Model ABA choreography form using the skills of making and holding a shape and moving all parts of the body. Guide students through repeated practice.

Music: "Raggedy March", "Tambourine", *Music for Creative Dance, Volume III*, or a drum

**6.** Discuss the attributes of a successful performance and lead students through reflection and further practice. Describe and discuss how they are using the 21<sup>st</sup> Century Skill of collaboration when they work with their groups.

☑ Criteria-based self and peer assessment: Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape. Communicates ideas to others; makes compromises; incorporates input/feedback.

**7.** Lead class through performance of choreography, half the class at a time.

☑ Criteria-based teacher checklist, peer assessment: Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape. Communicates ideas to others; makes compromises; incorporates input/feedback.

**8.** Guide students in a reflection connecting the dance concept of shape with everyday life.

☑ Criteria-based reflection: Makes a connection between dance and everyday life.

## LESSON STEPS

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☐ Prepare the classroom for dance.



Moving Desks/Set-up



Movement Safety

**1. Lead students in *BrainDance* warm-up.** (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

**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. Shrink into a small shape.*

**Head-Tail**

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



Space BrainDance

**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**

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

**Breath**

- *Breathe quietly.*

## 2. Introduce the concept of **shape**. Display the “shape” word card. Lead students in exploring holding shapes alone and with others.

☐ When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a “0” where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later and give those who have met criteria a “1.” This information will let you know who needs more practice, to guide your future instruction.

- *Dancers use their bodies to make creative and interesting shapes. Do something fantastic with your arms, your legs, your spine, and your head.*



Prompting for Creativity

☐ Cue students many times, emphasizing different parts of their bodies.

- *Sometimes I’ll want you to freeze and make a body shape. When I give this signal, please freeze. Make a shape that is straight, curved, bent, or twisted.*
- *Students, check in with yourselves on each criteria. Have you made a shape? Are your arms, your legs, your spine, and your head frozen?*

☑ **Criteria-based teacher checklist, self-assessment:** Creates a still shape with spine, head, arms, and legs.

## 3. Display photo of professional dancers in a puzzle shape. Model the puzzle shape exercise with one or two student volunteers. Lead small groups in making puzzle shapes.

☐ You may use this photo: Pacific Northwest Ballet: Company dancers in Annabelle Lopez Ochoa’s *Cylindrical Shadows*. You could also choose to find your own photos that represent a variety of styles and cultures. You could review, for example, The UW World Dance Series, <http://uwworldseries.org>.



- *Here is a photograph of dancers from the Pacific Northwest Ballet in a puzzle shape.*
- *What do you see?*
- *You might notice that some of the dancers are touching. In our puzzle shape we will not touch.*
- *Now it is our turn. Make a shape with open spaces, then each student will fill in the spaces to make a shape where the pieces (bodies) fit together without touching—like a puzzle.*



- *When everyone in your group has joined the shape, step out of the shape and fit yourself 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.*
- *When you are in the puzzle shape, ask yourself if your whole body is frozen in a shape.*

▣ Repeat the activity for the amount of time it takes to assess student performance of the first criteria on the assessment worksheet.

☑ Criteria-based teacher checklist, self-assessment: Creates a still shape with spine, head, arms, and legs.

#### **4. Demonstrate and guide exploration of moving while using all parts of the body.**

Music: "Raggedy March", "Tambourine", *Music for Creative Dance, Volume III*, or a drum

- *Work with your group from the puzzle exercise and dance away from your partners then dance back moving all parts of your body.*
- *I'll be watching to see your entire body moving and changing. Use your head, your spine, your arms, and your legs.*

☑ Criteria-based teacher checklist: Changes the relationship of spine, head, arms, and legs while moving.

#### **5. Model ABA choreography form using the skills of making and holding a shape and moving using all parts of the body. Guide students through repeated practice.**

Music: "Raggedy March", "Tambourine", *Music for Creative Dance, Volume III*, or a drum

- *We are going to create a dance with three parts. The beginning and ending will be your puzzle shapes. In the middle, you'll dance away from your group and back again using your whole bodies.*
- *Since the beginning and the ending are the same and the middle is different, dancers call that a dance in the ABA form.*
- *Let's practice.*
- *Freeze in your puzzle shape: 1,2,3,4,5.*
- *While I count to five, 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 five again, dance back to you partners using your whole bodies.*
- *Freeze in your puzzle shape: 1,2,3,4,5.*



ABA Choreography

**6. Discuss the attributes of a successful performance and lead students through reflection and further practice. Describe and discuss how they are using the 21<sup>st</sup> Century Skill of collaboration when they work with their groups.**

- *What makes a good performance?*
- *This time I'll count to seven while you and your partners discuss and plan how to make your movement as fantastic as possible.*
- *1,2,3,4,5,6,7.*
- *While you practice your material again, this time I'm not going to cue you. You'll need to use your eyes to stay together with your group.*
- *To work as a group, you are using a 21<sup>st</sup> Century Skill — collaboration!*
- *What does an effective collaboration look like?*

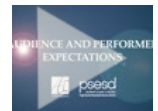
▣ Elicit responses from students.

- *Notice how you are communicating, compromising, and incorporating feedback when you are collaborating.*

☑ Criteria-based self and peer assessment: Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape. Communicates ideas to others; makes compromises; incorporates input/feedback.

**7. Lead class through performance of choreography, half the class at a time.**

- *Before we show each other our dances, can you tell me what makes a good audience?*
- *When each group is finished performing, I am going to ask you to describe some of the shapes you saw. Describe the different ways the students used their whole bodies to dance away from and back to the puzzle shape.*
- *What did they show you that told you they were collaborating effectively?*



Audience and Performer Expectations

☑ Criteria-based teacher checklist, peer assessment: Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape. Communicates ideas to others; makes compromises; incorporates input/feedback.

**8. Guide students in a reflection connecting the dance concept of shape with everyday life.**

- *When do you make different shapes in the classroom, on the playground, at home?*
- *When do you move your whole body at home, on the playground, or in the classroom?*

☑ Criteria-based reflection: Makes a connection between dance and everyday life.



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

*Shape*

Teachers may choose to use or adapt the following self-assessment tool.

**STUDENT SELF-ASSESSMENT WORKSHEET**

Disciplines	<b>DANCE</b>	<b>DANCE</b>	<b>DANCE</b>	<b>DANCE</b>	Total
Concept	<b>Shape</b>	<b>Movement</b>	<b>ABA Form</b>	<b>Collaboration</b>	4
Criteria	Creates a still shape with spine, head, arms, and legs.	Changes the relationship of spine, head, arms, and legs while moving.	Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape.	Communicates ideas to others; makes compromises; incorporates input/feedback.	
Student Name					

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

*Shape*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	<b>DANCE</b>	<b>DANCE</b>	<b>DANCE</b>	<b>DANCE</b>	Total 4
Concept	<b>Shape</b>	<b>Movement</b>	<b>ABA Form</b>	<b>Collaboration</b>	
Criteria	Creates a still shape with spine, head, arms, and legs.	Changes the relationship of spine, head, arms, and legs while moving.	Begins in a puzzle shape (a group shape where dancers fit together without touching), travels away from and back to the group using the whole body, and ends in a puzzle shape.	Communicates ideas to others; makes compromises; incorporates input/feedback.	
Student Name					
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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: \_\_\_\_\_

**DANCE LESSON: *Shape***

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Dear Family:

Today your child participated in an **Arts** lesson. We talked about how dancers use their whole bodies to make shapes.

- We discovered how to use our heads, spines, arms, and legs to freeze in a shape.
- We made puzzle shapes by making shapes with open spaces, then taking turns filling in the spaces to make a shape where the pieces (bodies) fit together without touching—like a puzzle.
- We danced with our whole bodies by changing the relationship of our heads, spines, arms, and legs while we were moving.
- We created a dance by beginning in a shape with our group, dancing away from our group, dancing back to our group, and ending in a shape.
- We collaborated to create our dance by communicating our ideas to others, making compromises, and incorporating input or feedback.

At home, you could look at the varied shapes of things. You could look for things that change their shapes. When are times that you change your shape?

**Enduring Understanding**

Holding and changing body parts creates a variety of body shapes.