

ARTS IMPACT LESSON PLAN

Arts Foundations Dance Lesson

Space: Directions

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Enduring Understanding

Moving the body in different directions focuses a viewer's attention.

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

Students explore the dance concept of directions by moving up and down, side to side, and forward and back. They choreograph a sequence that begins in a shape, followed by movements in three different directions, and ends in a shape.

Learning Targets and Assessment Criteria

Target: Moves in varied directions through space.

Criteria: Dances forward, backward, sideways, up, and down.

Target: Makes choreography by using varied directions.

Criteria: Creates and performs a planned sequence of movement using three changes in spatial direction.

Target: Thinks creatively.

Criteria: Gathers ideas; considers and tries multiple solutions; makes artistic choices.

Vocabulary

Arts:
Choreograph
Choreography
Directions:
forward/backward,
up/down,
side/side
Movement
Rehearse
Shape

Materials

Museum Artworks or Performance

Seattle, WA

Pacific Northwest Ballet
UW World Series of Dance

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Music for Creative Dance: Contrast and Continuum, Volume III by Eric Chappelle; Music player; Dance Word Card: directions; Sets of six 5x8" cards with vocabulary words: up, down, side, side, forward, backward; BrainDance chart; Drum; Peer Assessment Worksheet, one per student; Class Assessment Worksheet

continued

Learning Standards

WA Arts Learning Standards in Dance

For the full description of each standard, see:

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

Creating (Concepts: Direction)

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing/Presenting/Producing

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.

Responding

7. Perceive and analyze artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

continued

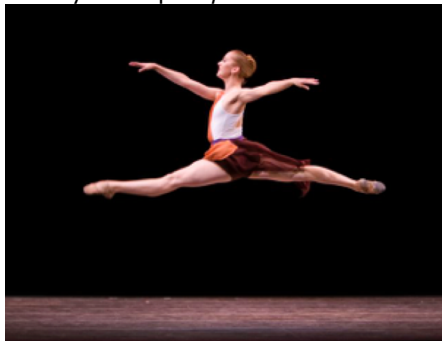
Pacific Northwest Ballet images:
Noelani Pantastico in Jean Christophe Maillot's *Romeo et Juliette*



Kiyon Gaines in Jerome Robbins' *West Side Story Suite*



Carla Korbes in Twyla Tharp's *Opus 111*



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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; enjoy challenging self to try new and increasingly difficult activities.

(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

Review movement safety. Review moving in self and general space and freezing in shapes.

Lesson Steps Outline

1. Lead students in *BrainDance* using different directions.

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

2. Introduce the concept of directions and display dance word card: directions. Analyze photographs of dancers making shapes or movements that show different directions. Lead students in a warm-up of the six directions.

3. Lead students through a shape and movement exploration of the directions: up, down, forward, backward, sideways. Guide students (using one direction at a time) to move with different body parts and whole body in self and general space.

Music: Play drum for accompaniment or #12 "Fiddle Fantasy" from *Music for Creative Dance, Volume III*, pausing after each movement for students to freeze while giving verbal cues.

Criteria-based teacher checklist: Dances forward, backward, sideways, up, and down.

4. Model, then guide Direction Dance choreography and rehearsal process.

Music: You may use a drum to accompany these dances, or students could perform in silence, or you could select music from *Music for Creative Dance, Volume III*.

Criteria-based process assessment: Creates and performs a planned sequence of movement using three changes in spatial direction.

5. Ask students to focus on the 21st Century Skill of creative thinking as they rehearse their dances.

Criteria-based teacher checklist: Gathers ideas; considers and tries multiple solutions; makes artistic choices.

6. Lead students through a performance and response process.

Criteria-based teacher assessment, peer assessment: Creates and performs a planned sequence of movement using three changes in spatial direction. Gathers ideas; considers and tries multiple solutions; makes artistic choices.

LESSON STEPS

☐ Prepare the classroom for dance.



Moving Desks/Set-up



Movement Safety

1. Lead students in *BrainDance* using different directions. (BrainDance originally developed by Anne Green Gilbert, 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



Directions BrainDance

- *In the BrainDance today, notice how we use the dance concept of directions.*

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 up on the top of your head all the way down to your toes.*

Core-Distal

- *Grow into a big shape stretching up and from side to side. Shrink down 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 up and down, from side to side, and forwards and backwards, while the lower half is frozen.*

Lower Half

- *The lower half of your body dances up and down, from side to side, and forwards and backwards, while the upper half is frozen.*

Body-Half Right, then Left

- *Your left side is frozen and only the right side dances up and down, from side to side, and forwards and backwards.*
- *Now the right side is frozen and the left half dances up and down, from side to side, and forwards and backwards.*

Cross-Lateral

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

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 directions and display dance word card: directions. Analyze photographs of dancers making shapes or movements that show different directions. Lead students in a warm-up of the six directions.

- *Dancers use different directions.*

▣ You may use these photos: Pacific Northwest Ballet: Noelani Pantastico in Jean Christophe Maillot's *Romeo et Juliette*, Kiyon Gaines in Jerome Robbins' *West Side Story Suite*, and Carla Korbes in Twyla Tharp's *Opus 111*. You could also choose to find your own photos or videos that represent a variety of styles and cultures.

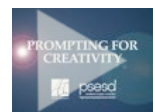


- *Here are three pictures of dancers from Pacific Northwest Ballet demonstrating different directions. What directions do you see? How do you know?*
- *Our directions are up and down and side to side and forward and back.*
- *Move your nose up and down. Say the direction with me as you move your nose. Up and down, up and down, up and down. Move your elbows up and down.*

▣ Repeat up and down with other body parts. Then repeat the process with forward and backward and with side to side.

3. Lead students through a shape and movement exploration of the directions: up, down, forward, backward, sideways. Guide students (using one direction at a time) to move with different body parts and whole body in self and general space.

Music: Play drum for accompaniment or #12 "Fiddle Fantasy" from *Music for Creative Dance, Volume III*, pausing after each movement for students to freeze while giving verbal cues.



Prompting for Creativity

- *Move forward with big movement. Move forward on hands and knees. Move forward jumping in the air.*
- *Show me how your arms are stretching forward on one spot, now your legs, now your chin.*
- *Move with smooth movements forward into the room, with quick movements, with powerful movements.*
- *Let's use another direction: down. You're melting, folding, stomping.*



Direction: back



Direction: down



Direction: up



Direction: forward



Direction: side

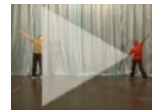
Follow a similar varied selection of movements with each of the directions.

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.

Criteria-based teacher checklist: Dances forward, backward, sideways, up, and down.

4. Model, then guide Direction Dance choreography and rehearsal process.

Music: You may use a drum to accompany these dances, or students could perform in silence, or you could select music from *Music for Creative Dance, Volume III*.



Directions in Dance

- *Choreography is planned movement. We'll be choreographing movement to show three of our directions. You'll choreograph, rehearse, and perform your dances.*
- *I need a volunteer as my assistant. My partner and I will have a set of six index cards—one direction written on each card: forward, backward, side, side, up, and down. We'll choose three direction cards and lay them in an order of 1st, 2nd, and 3^d.*
- *We'll plan the choreography by creating a series of movements that demonstrates our chosen directions clearly. What should we do here? Where should we do it? Which way should we face?*
- *We need shapes for the beginning and the end. What shapes will we use?*
- *Then, we'll rehearse our dance. We'll perform the entire sequence beginning to end without stopping. Each movement begins when and where the previous movement has ended.*
- *After performing our sequence of beginning shape, three directions, and final shape, we'll take a bow and guide the class to clap.*

Divide students into pairs. Hand cards to duos that are showing they are ready to listen.

- *With your partner, you will choreograph and rehearse your dance.*
 - 1) *Select three cards and put them in an order.*
 - 2) *Plan movements and beginning and ending shapes.*

- 3) Practice the movements until you can do them beginning to end without stopping.
- 4) Sit down when you have finished practicing.

Criteria-based process assessment: Creates and performs a planned sequence of movement using three changes in spatial direction.

5. Ask students to focus on the 21st Century Skill of creative thinking as they rehearse their dances.

- *As you create your dances you are using the 21st Century Skill of creative thinking.*
- *What does creative thinking look like?*

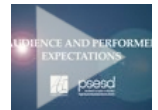
Elicit responses from students.

- *So as you work together begin by gathering ideas. Try multiple movements in each of your chosen directions. Then, with your partner, make an artistic choice of which movements you will use.*

Criteria-based teacher checklist: Gathers ideas; considers and tries multiple solutions; makes artistic choices.

6. Lead students through a performance and response process.

Pair partners with another set of partners. Number the groups one and two. Distribute peer assessment worksheets and pencils. Ask the number one groups to describe the sequence of movement to their audience. Direct all number one groups to perform simultaneously. Invite number two groups to write the three directions they observed on their peer assessment sheets. Guide number two groups to verbally respond to number one groups' performances by describing the movements and directions they observed. Then, ask groups to reverse roles.



Performer and Audience Expectations

Primary students could respond only verbally and not in writing.

- *I'm going to pair groups to perform for each other. When you are the performers, tell your audience which directions you're using—then perform your work.*
- *Audience, on your worksheets, write the three directions you observed. Then, tell the dancers the directions and movements you saw in their dance.*
- *Performers, how did you use creative thinking?*

Criteria-based teacher checklist, peer assessment, self-assessment: Creates and performs a planned sequence of movement using three changes in spatial direction. Gathers ideas; considers and tries multiple solutions; makes artistic choices.

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PEER ASSESSMENT WORKSHEET

PEER REVIEW			
My name:	Who I watched:		
What directions did the dancers use?	First	Second	Last

-----✂-----*Cut Here*-----

PEER ASSESSMENT WORKSHEET

PEER REVIEW			
My name:	Who I watched:		
What directions did the dancers use?	First	Second	Last

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

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	DANCE							Total
Concept	Directions						Creative Thinking	7
Criteria	Dances forward and backward.	Dances sideways.	Dances up and down.	Creates and performs a planned sequence of movement using three changes in spatial direction.			Gathers ideas; considers and tries multiple solutions; makes artistic choices.	
Student Name				Direction one	Direction two	Direction three		

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CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE							Total
Concept	Directions						Creative Thinking	7
Criteria	Dances forward and backward.	Dances sideways.	Dances up and down.	Creates and performs a planned sequence of movement using three changes in spatial direction.			Gathers ideas; considers and tries multiple solutions; makes artistic choices.	
Student Name				Direction one	Direction two	Direction three		
1.								
2.								
3.								
4.								
5.								
6.								
7.								
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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: *Space: Directions*

Dear Family:

Today your child participated in an **Arts** lesson using the dance concept of directions.

- We explored directions in space (forward/backward, up/down, side/side).
- We choreographed and performed a dance by selecting three directions and creating movement to show each one.
- We used creative thinking to make our dance as we gathered ideas, tried multiple solutions, and made artistic choices.

At home, you could talk about the different directions your family uses in its daily activities.

Enduring Understanding

Moving the body in different directions focuses a viewer's attention.