

ARTS IMPACT LESSON PLAN

Arts Foundations Dance Lesson

Space: Self and General

Author: Joanne Petroff



Enduring Understanding

Making choices between moving in self-space and general space defines sense of place.

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

Students explore moving in one spot (self-space) and traveling through the room (general space).

While moving in both self-space and general space, they practice leading and shadowing with a partner.

Learning Targets and Assessment Criteria

Target: Moves in self-space and general space.

Criteria: Performs non-locomotor actions in one spot and locomotor actions traveling through the room.

Target: Moves in self and general space leading and shadowing a partner.

Criteria: Dances in one spot and through space with a partner, performing movement as a leader in front and copying movement as a follower in back.

Target: Communicates effectively.

Criteria: Actively listens; expresses ideas — visually/physically/verbally; responds to others.

Vocabulary

Arts:
Kinesphere
Locomotor movement
Non-locomotor movement
Shadowing
Space: general
Space: self

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, Eric Chappelle; music player; Dance Word Signs: self-space, general space; BrainDance chart; computer with internet connection and projector; Class Assessment Worksheet

Video

Dancin' Z Path: Light Motion and Whistlestop Dance Companies featuring dances with and without wheelchairs in a site-specific, physically integrated dance at the Olympic Sculpture Park of the Seattle Art Museum.
<http://www.youtube.com/watch?v=UpbWDE-GAm8>

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: Self and General Space)

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.

Performing/Presenting/Producing

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

Responding

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


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) 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): 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; watch other children dance and try to mimic their movements.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Discuss movement safety and make class agreements for being safe and creative while dancing.

Lesson Steps Outline

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

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

2. Analyze video of dancers using self and general space. Introduce students to the concepts of kinesphere, and self and general space using a movement exploration: Move and Freeze. Use the dance word signs to reinforce concepts for visual learners.

Music: #2 "Rock and Stop", *Music for Creative Dance, Volume III*

Criteria-based teacher checklist: Performs non-locomotor actions in one spot and locomotor actions traveling through the room.

3. Model and then direct class in *Shadowing* in self-space and through the general space. Describe and discuss how students are using the 21st Century Skill of communication when they work with their partners.

Music: #1 "Dakota Dawn", *Music for Creative Dance, Volume III*

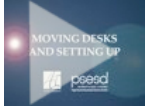
Criteria-based teacher checklist: Dances in one spot and through space with a partner, performing movement as a leader in front and copying movement as a follower in back. Actively listens; expresses ideas — visually/physically/verbally; responds to others.

4. Facilitate reflection on the use of self and general space in daily life.

Criteria-based self-assessment, reflection: Dances in one spot and through space with a partner, performing movement as a leader in front and copying movement as a follower in back. Actively listens; expresses ideas — visually/physically/verbally; responds to others. Makes a connection between dance and everyday life.

LESSON STEPS

☰ 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, 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.*



Space BrainDance

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

- *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.*
 - *Did you notice that when we did the BrainDance, we stayed in one spot? We weren't dancing throughout the room. Dancers have specific language to describe how they use space. We refer to self and general space. We did the BrainDance in self-space. In this lesson, we will be exploring self and general space.*
 - *Before we start moving, remind me how we stay safe while we are dancing together.*
-

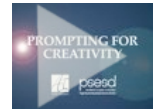
2. Analyze video of dancers using self space and general space. Introduce students to the concepts of kinesphere, and self and general space using a movement exploration: Move and Freeze. Use the dance word signs to reinforce concepts for visual learners.

Music: #2 "Rock and Stop", *Music for Creative Dance, Volume III*

▣ Show the following video clip of professional dancers. Ask students to identify when the dancers are moving in self-space and when they are moving in general space. If time is limited, you could do this part of the strategy on another day.

Dancin' Z Path: Light Motion and Whistlestop Dance Companies featuring dances with and without wheelchairs in a site-specific, physically integrated dance at the Olympic Sculpture Park of the Seattle Art Museum <http://www.youtube.com/watch?v=UpbWDE-GAm8>

- *As you watch the dancers, be aware of when you see dancers moving in one spot (self-space) and when they are traveling (general space). What do you see?*
- *Now it is our turn. Your kinesphere is your space bubble, your personal space. This is the amount of space your body uses as it moves or freezes. Expand your kinesphere or shrink it. Your kinesphere always needs empty space to move or freeze.*
- *When you move and stay in one spot, you are dancing in self-space.*
- *When you hear the music, dance in your self-space. When I pause the music, freeze in a shape.*



Prompting for Creativity

▣ Repeat a few times until you observe all students understand the concept.

- *When you move while traveling in the empty space in the room, you are dancing in general space.*
- *When you hear the music, dance in the general space. When I pause the music, freeze in a shape.*

▣ Repeat a few times until you observe all students understand the concept.

▣ This music has "stops" in the composition, but you can always freeze the action sooner by pressing "pause". Continue to use the dance word signs to reinforce the concepts.

- *Listen to my cues, and I'll tell you if the movement should be in self-space or general space. If it's self-space, I'll call out a non-locomotor movement like twist, shake, or melt. If it's general space, I'll call out a locomotor movement like skip, hop, or gallop.*
- *Find an empty space to begin. Shake in self-space. Remember, self-space is all the space you can dance in while staying in one spot. (Music stops.) Freeze.*
- *Skip through the general space. General space is all the space you travel in within a given general area. When we move in general space it's important to share the space without bumping into each other. Look for the empty spaces to move in. (Music stops.) Freeze.*

▣ Continue the exploration, alternating self and general space. Use a variety of non-locomotor movements (e.g. reach, bend, stretch) and locomotor movements (e.g. stomp, tiptoe, leap).

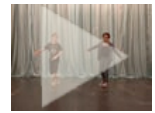
■ When assessing the criteria in this lesson, any students who are not meeting criteria will be very clear to you, so you may want to use a reverse checklist, putting a “0” where students have not met criteria, rather than trying to notate every single one who has met criteria. You can go back later 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:** Performs non-locomotor actions in one spot and locomotor actions traveling through the room.

3. Model and then direct class in *Shadowing in self-space and through the general space.* Describe and discuss how students are using the 21st Century Skill of communication when they work with their partners.

Music: #1 “Dakota Dawn”, *Music for Creative Dance, Volume III*

- *We are going to shadow in self-space. Who would like to volunteer to be my assistant? I’ll be the leader and my partner will stand behind me and be my shadow. I’ll do slow movements in self-space and my partner will copy me. Then, my partner will be the leader.*



Shadowing in Self-space

- *Everyone will need a partner. When the music begins, the first leader will start moving in self-space. When the music pauses, it’s the second leader’s turn.*

- *My partner and I will demonstrate shadowing in general space. The leader will move through general space using locomotor movements which travel at a moderate pace and which are easily duplicated. Quick or erratic movements are too difficult for partners to imitate. Leaders always move into empty spaces rather than cutting off other duos or cutting between partners.*



Shadowing in General Space

- *When the music starts, the first leader will start traveling through the general space. When the music pauses, it’s the second leader’s turn. Don’t forget to look for the empty spaces.*
- *Now, I’ll make it more complicated, when you are the leader, you can choose to move in self-space or general space.*
- *When you work with your partner, you are using a 21st Century Skill — communication!*
- *What does communication look like?*

■ Elicit responses from students.

- *Notice how you are actively listening to your partners as they express their movement ideas physically, non-verbally. You are also responding to them as you shadow their movements.*

■ You can choose to invite students to perform Shadowing. Half of the class can perform and half can be the audience. Then, they can switch roles. The audience can describe the movements they observe the dancers perform in self and general space.

☑ **Criteria-based teacher checklist:** Dances in one spot and through space with a partner, performing movement as a leader in front and copying movement as a follower in back. Actively listens; expresses ideas — visually/physically/verbally; responds to others.

4. Facilitate reflection on the use of self and general space in daily life.

▣ You can choose to have students fill out the written self-assessment worksheet or to respond verbally.

- *Ask yourselves, what movements did you do in self-space? What movements did you do in general space? What movements did you do when you were the leader? What movements did you do when you were the shadow?*
- *How did you communicate with each other?*
- *When do you use self-space or general space at home, on the playground, or during sports?*

☑ Criteria-based self-assessment, reflection: Dances in one spot and through space with a partner, performing movement as a leader in front and copying movement as a follower in back. Actively listens; expresses ideas — visually/physically/verbally; responds to others. Makes a connection between dance and everyday life.

Extension:

Demonstrate, then guide students through *Shadow Line* exploration.

Music: #6 "Fiesta", *Music for Creative Dance, Volume III*

- *I need three volunteers. I'll stand in front and my group will stand in a line behind me.*
- *I am the first leader. I have three shadows now. I can use self or general space. I'll do movements that are moderate in tempo and easily duplicated and I'll use lots of repetition.*
- *When the music stops, all group members will freeze. The leader silently dances to the back of the line. The next person is the new leader and moves/leads when music plays. We'll repeat the process until each member of the group has been the leader.*
- *Cutting off other groups or dancing between other group members is inappropriate.*

▣ Combine duos from shadowing (above exploration #3) to make lines of four (depending on students' maturity, either appoint a first leader or has the group decide). Guide students through the activity by turning music on and off to facilitate the change of leadership.

- *Line leaders, choose movements that are moderate in speed, happen in self-space or travel through the general space, and use lots of repetition. Please move in the empty space around each line. Don't cut through a line.*

ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

Space: Self and General

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

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	DANCE				Total
Concept	Space: Self and General			Communication	5
Criteria	Performs non-locomotor actions on one spot.	Performs locomotor actions traveling through the room.	Dances in one spot and through space with a partner		Actively listens; expresses ideas — visually/physically/verbally; responds to others.
Student Name			performing movement as a leader in front.	copying movement as a follower in back.	

Criteria-based Reflection Questions:

What movements did you do in self-space?

What movements did you do in general space?

When do you move in self-space on the playground, in the classroom, or at home?

When do you move in general space on the playground, in the classroom, or at home?

ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

Space: Self and General

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE				Total
Concept	Space: Self and General			Communication	5
Criteria	Performs non-locomotor actions on one spot.	Performs locomotor actions traveling through the room.	Dances in one spot and through space with a partner		Actively listens; expresses ideas — visually/physically/verbally; responds to others.
Student Name			performing movement as a leader in front.	copying movement as a follower in back.	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
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: _____

DANCE LESSON: *Space: Self and General*

Dear Family:

Today your child participated in an **Arts** lesson. We focused on self-space and general space in dance.

- We explored moving on one spot (self-space) and moving through the room (general space).
- While moving in self-space and through general space, we practiced leading and shadowing a partner, creating movements as the leader, and copying movements as the shadow.
- We communicated with and responded to our partners when we were shadowing by actively listening as they expressed their movement ideas physically or non-verbally.

At home, you could look for movements in self-space or through general space while watching characters on TV or when you're outside at the park. When you're reading a book, you can picture whether the characters' actions are taking place in self-space or general space.

Enduring Understanding

Making choices between moving in self-space and general space defines sense of place.