## ARTS IMPACT LESSON PLAN

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.

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.

Vocabulary

Arts:

Self-space

Shadow

Materials

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

Learning Standards

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

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

Early Learning Guidelines, if applicable

For a full description of Washington State Early

Learning and Child Development Guidelines see:

http://www.del.wa.gov/development/guidelines/

(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.

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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 21st 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.

ICON KEY:

3 = Indicates note or reminder for teacher

= Embedded assessment points in the lesson

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LESSON STEPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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, 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.

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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 21st 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 21st Century Skill of Communication. Will you repeat that word with me? COMMU-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.

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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.

3 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.

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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 DANCE Total

Concept Shadowing Shadowing Communication 4

Criteria

Student Name

Leading Following Leading Following

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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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:

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ARTS IMPACT FAMILY LETTER

ARTS LESSON: Shadow Dance

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