

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Explore PK.DA.Cr1a. Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile). PK.DA.Cr1b. Find a different way to do several basic locomotor and non-locomotor movements.</p> <p>Plan PK.DA:Cr2 b. Engage in dance experiences moving alone or with a partner.</p>	<p>Explore K.DA.Cr1a. Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance). K.DA.Cr1b Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p> <p>Plan K.DA:Cr2a. Improvise dance that has a beginning, middle, and end. K.DA:Cr2b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.</p>	<p>Explore 1.DA.Cr1a. Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. 1.DA.Cr1b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p> <p>Plan 1.DA:Cr2a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. 1.DA:Cr2b. Choose movements that express an idea or emotion, or follow a musical phrase.</p>	<p>Explore 2.DA.Cr1a. Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. 2.DA.Cr1b. Combine a variety of movements while manipulating the elements of dance.</p> <p>Plan 2.DA:Cr2a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end. 2.DA:Cr2b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p>

Students Need To Know	Students Are Able To Do
<p>TK</p> <ul style="list-style-type: none"> ● Personal space ● General space ● Locomotor and non-locomotor movements ● Improvisation <p>Kindergarten</p> <ul style="list-style-type: none"> ● Element of energy ● Beginning, Middle and End <p>1st Grade</p> <ul style="list-style-type: none"> ● Elements of space, time and energy <p>2nd Grade</p> <ul style="list-style-type: none"> ● Elements of space and energy ● Dance phrase 	<p>TK</p> <ul style="list-style-type: none"> ● Respond to a variety of stimuli ● Explore personal and general space, using locomotor and non-locomotor movements <p>Kindergarten</p> <ul style="list-style-type: none"> ● Improvise a dance with a beginning, middle and end ● Combine the elements of space and energy ● Improvise movement based on an idea, feeling or image <p>1st Grade</p> <ul style="list-style-type: none"> ● Improvise a dance with a beginning, middle and end and describe it ● Choose movements that express an idea or emotion <p>2nd Grade</p> <ul style="list-style-type: none"> ● Improvise a dance phrase with a beginning, middle and end based on an emotion ● Manipulate the elements of dance ● Choose movements that express an idea, emotion or musical phrase

Formative Assessment	Teacher observation and student responses
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Vocabulary for the Lesson	<p>dance phrase: a partial dance idea composed of a series of connecting movements and similar to a sentence in the written form.</p> <p>energy: an element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing.</p> <p>gesture: the movement of a body part or combination of parts, with emphasis on the expressive aspects of the</p>
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move. It includes all movements of the body not supporting weight.

improvisation: movement created spontaneously that ranges from free-form to highly structured environments, always including an element of chance.

locomotor: movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.

non-locomotor movement: movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. Also known as non-locomotor movement. Examples include stretching, bending, turning in place, gesturing.

phrasing: the way in which the parts of a dance are organized.

shape: the positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical.

space: an element of dance that refers to the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Space is also the location of a performed dance.

Materials Needed

music, music player

Teaching Strategies

Teacher Tips

Details – helpful hints

Warm Up – Personal Space Exploration

Students are scattered around the room each in their own personal space. They should be able to move freely and be able to hear you.

They pretend to blow up a bubble the size of their own bodies – this becomes their “self-space”. Students are cued to “not pop their bubbles”. Explore moving in their bubbles.

Teacher guides students through exploration of locomotor movements (walk, run, skip, jump, hop, gallop, slide, leap)

Teacher guides students through non-locomotor movements (bend, stretch, twist, wiggle/shake, slash, kick, curl, balance, reach, turn, gesture, bounce, shapes-straight, curved, angular, twisted, symmetrical, asymmetrical).

Students respond improvisationally to above movements cued by the teacher.

Music: Freeze Dance - Greg & Steve

<https://www.youtube.com/watch?v=2RoeizGOC04>

Students do locomotors or non-locomotor with music then freeze on silence in music

Listen & Move – Locomotors

https://www.youtube.com/watch?v=j24_xH5uvdA

Skate section = slide

Hop section = hop, jump, leap

First round with the locomotor cues are good to start. Second round is without locomotor cues, music only.

*rhythm sticks can also be used to keep a steady beat instead of music

PreK - INTRODUCE CONCEPT OF SPACE (SELF/GENERAL)

Verbally discuss self-space and general space referencing back to movements done in the warm-up as examples of each space. Students revisit the movements identifying the space of each. Students briefly discuss which space is their favorite to move in and why. Chart movements on wall chart.

KINDER – INTRODUCE CONCEPT OF ENERGY (SMOOTH/LIGHT AND SHARP/STRONG)

Verbally discuss and do different energies of movement used in dance. Smooth/light - melt, press, sway, glide, stretch, pull. Sharp/strong - kick, slash, dodge, punch, poke. Students demonstrate the movements identifying the energy of each. Students briefly discuss which energy is their favorite to move with and why. Chart movements on wall chart.

1ST GRADE– INTRODUCE COMPOSITION STRATEGY OF BEGINNING, MIDDLE AND END

Verbally discuss how dances have a beginning, middle and end like a story/nursery rhyme does. Using nursery rhymes, tell the rhyme, ask students what happened first, then second and third. Have students use

non-locomotor and/or locomotor movements to show the beginning, middle and end of rhyme that is cued by the teacher. Examples: Humpty Dumpty, Jack and Jill

2ND GRADE– INTRODUCE EMOTIONS IN DANCE USING SPACE & ENERGY CONCEPTS

Have students choose an emotion (happy, sad, mad, glad, tired, excited, confused) and improvise dance movements using their knowledge of space (personal and general space) and energy (smooth, sharp).

Create word wall with all the new vocabulary

STRUCTURE IMPROVISATION

PreK 8 Counts - Students create movement patterns using the new movements/vocabulary on the wall/vocabulary wall. Use 8 counts for each movement (it may take students 4 counts to accurately do the movement).

Music: Hang Massive – Once Again

<https://www.youtube.com/watch?v=xk3BvNLeNgw>

Kindergarten-2nd - Students create movement patterns using the new movements/vocabulary on the word wall but can change movements every 4 counts if they have the ability to start, stop and change movements adequately.

Examples:

Hop, hop, jump, hop, hop, jump

Gallop, walk, gallop, walk

Twist, wiggle, Twist, wiggle, Twist, wiggle, shape

Slash, bend, kick, bend, slash, bend, kick, bend

Slide, curl, walk, balance, slide, curl, walk, balance

Individually students create a pattern of their own and demonstrate for the teacher.

Students can take turns demonstrating the locomotor and non-locomotor movement patterns with several students in the dance space at the same time all doing the same movement patterns. They can then create

their own movement pattern using locomotor and non-locomotor movements, then share all the different patterns.

Formative Assessment - Teacher uses the Basic Locomotor and Non-locomotor Checklist to check if students are demonstrating the correct movements * see attached

Music: Hang Massive – Once Again

<https://www.youtube.com/watch?v=xk3BvNLeNgw>

STRUCTURED IMPROVISATION

Kindergarten - ABC (each section is different from the others)

Explore the concept of Energy (Smooth/light, sharp/strong) through guided movements:

Smooth/light – glide, float, rise, melt, press, pull, stretch

Sharp/strong- kick, slash, press, dodge, poke

Explore the concept of shapes (straight, curved, angular, twisted) through guided movement:

Using smooth and sharp movements students use improvisation to demonstrate a phrase that has:

Beginning (A) - movement that is smooth or sharp

Middle (B) - different movement that has a different energy than (A)

End (C). The end is represented by a frozen shape

Music: Hang Massive – Once Again

<https://www.youtube.com/watch?v=xk3BvNLeNgw>

1ST GRADE – ABC (each section is different from the others)

Students use locomotor and non-locomotors to demonstrate an ABC phrase that has a beginning (A), middle (B) and end (C) Students can also use and describe different energies in their movements and shapes for each section. They can choose the order of their locomotor, non-locomotor and shape. Students share for the class with several students sharing at one time.

Example:

(A) Glide in a straight shape

(B) Slash in an angular shape

(C) Melt in a curved shape

Music: Hang Massive – Once Again

<https://www.youtube.com/watch?v=xk3BvNLeNgw>

2ND GRADE- EMOTIONS EXPRESSED THROUGH DANCE

(Happy, Sad, Angry, Scared, Excited, Tired)

Through guided practice students explore different emotions in dance expressed through the use of space and energy. In pairs or trios, students use locomotor and non-locomotor movements to demonstrate a phrase that has a beginning (A), middle (B) and end (C) with a specific emotion for each section. Space and energy concepts are used for each section to demonstrate a specific emotion.

Example:

- (A) Happy - general space, leap sharply
- (B) Sad - personal space, melt smoothly
- (C) Mad - personal space, slash sharply

Music: Hang Massive – Once Again

<https://www.youtube.com/watch?v=xk3BvNLeNgw>

NOTES and REFLECTIONS