

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p><i>Express</i> PK.DA:Pr4a. Identify and demonstrate directions for moving the body in general space (e.g., forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.</p>	<p><i>Express</i> K.DA:Pr4a. Make still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a formation and work with others to change its dimension. Find and return to a place in space. K.DA:Pr4b. Demonstrate tempo contrasts with movements that match the tempo of the stimuli.</p>	<p><i>Express</i> 1.DA:Pr4a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways individually and with others. Find and return to place in space. 1.DA:Pr4b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p>	<p><i>Express</i> 2.DA:Pr4a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.</p>

Students Need To Know

<p>TK</p> <ul style="list-style-type: none"> ● Locomotor and non-locomotor ● Personal and general space ● Body parts <p>Kindergarten</p> <ul style="list-style-type: none"> ● Various types of body shapes ● Tempo ● Levels <p>1st Grade</p> <ul style="list-style-type: none"> ● Pathways ● Steady beat

Students Are Able To Do

<p>TK</p> <ul style="list-style-type: none"> ● Demonstrate opposites such as: forward, backwards, sideways, up, down, and turning, fast, slow, smooth, sharp, wiggle, freeze ● Move without traveling and on cue, move with traveling, using various body parts ● Start and stop on cue ● Respond to cues <p>Kinder</p> <ul style="list-style-type: none"> ● Make body shapes that are curved, angular, straight, bent, twisted, upside down, etc. ● Connect their shape to others ● Repeat and recall movements on request
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2nd Grade <ul style="list-style-type: none">● Symmetrical and asymmetrical shapes● Vocabulary in space, time	1st Grade <ul style="list-style-type: none">● Combine non-locomotor and locomotor movements while traveling through various pathways such as: straight, curved, zigzag pathways.● Recognize steady beat and be able to vary the tempo 2nd Grade <ul style="list-style-type: none">● Identify symmetrical and asymmetrical shapes● Demonstrate expanded vocabulary in space, time
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Formative Assessment	Teacher observation, Student performance
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Vocabulary for the Lesson	Direction: a course along which someone or something moves
	Asymmetrical: having parts or aspects that are not equal or equivalent; unequal
	Symmetrical: made up of exactly similar parts facing each other or around an axis; showing symmetry.
	Self-space: spatial orientation that is focused on the area around the body
	General space: spatial orientation that is not focused towards one area of a studio or stage.
	Locomotor: movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.
Vocabulary for the Lesson continued	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.

Movement pattern: a repeated sequence of movement ideas, a rhythmic movement sequence, a spatial design on the floor or in the air, or a specific relationship or grouping of people.

Pathways: a line along which a person or a part of the person, such as an arm or head, moves (e. g., her arm took a circular path, or he traveled along a zigzag pathway).

Materials Needed

Music Player

Teaching Strategies

Teacher Tips

Details – helpful hints

[Brain Dance with Narration](#)

(5 minutes)

[Brain Dance with Narration](#)

(8 minutes)

Warm Up – BRAIN DANCE

Developed by dance educator, Anne Green Gilbert (M. ED), the Brain Dance is based on eight developmental movement patterns human beings will move through in the first year of life via infant reflexes and floor play. These movement patterns integrate the brain and body. Brain Dance is an inclusive, adaptable, accessible full body and brain warm-up for students.

The eight movement patterns of Brain Dance include:

- **Breath-** Breath provides our brain and body with the oxygen it needs to fully function and can ease feelings of stress.
- **Tactile-** Touch develops body awareness, sensory integration, and is critical to healthy social-emotional development.
- **Core-Distal-** Body extension and contraction strengthens our connection with core muscles for proper body alignment.
- **Head-Tail-** Head and pelvis movements develop awareness of their relationship and increase spinal mobility, while increasing our visual acuity.
- **Upper-Lower-** Organization of upper and lower body allows them to move independently or in synchronization. Grounding the upper or lower body also promotes emotional stability.
- **Body Side-** Moving body sides, balances the body so that both the right and left sides have equal strength and mobility and supports horizontal eye tracking.

- Cross-Lateral- Synchronizing movements of opposite body-sides builds pathways between the right and left side of the brain, supporting body awareness and robust thinking.
- Vestibular- The vestibular system helps us analyze the relationship between body parts and their movements in relation to each other and the general space.

TK:

REVIEW CONCEPT OF SPACE (SELF/GENERAL)

Verbally review 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.

INTRODUCE THE CONCEPT OF DIRECTION: Forward, backwards, right, left, up and down.
Have the students say the words as they physically demonstrate the concept.

MAGICAL, INVISIBLE STRINGS

Have students imagine that invisible strings are attached to different body parts that pull them through space. Cue the body part and direction. Incorporate movements of stillness between movement ideas.

Music: [Mozart: Serenade In G, K.525 "Eine kleine Nachtmusik" - 2. Romance \(Andante\)](#)

Kindergarten:

REVIEW CONCEPT OF SPACE

Verbally review 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.

BODY HALVES:

- **To the Ceiling:** Have students start in a neutral position with arms at the sides and feet slightly apart for this rhyme:
“Fingers to the ceiling, fingers to the ground, fingers to the ceiling, shake your arms all around.” Repeat with arms, toes, knees, legs. Then, try different energy ideas: move smoothly all around, move sharply all around.

- **Glue:** Have students glue one side of the body to the floor while the other side makes straight and curving shapes. To transition to the other side, have students shake out the whole body and repeat on other side.

SIZE

Today, we are going to focus on the word SIZE. Size means how near or far apart two things are. Can you try getting your arms and legs as far from your stomach as possible? What size are you: Big or SMALL? (BIG) What about bringing your arms as close to your stomach as possible? What size are you: Big or Small? (SMALL)

Is size the same as level? Could we create a big shape that is at a high level? Have the students try this. Can we create a small shape that is at a low level? Have students try this. What about a BIG shape that is low?

Small does not mean short. It means close together. Big doesn't mean tall. It means far apart.

- **Small and Big**

Have dancers create a small, low shape. Begin counting to 8. Have students grow into the biggest shape possible. Hold shape in stillness for 8 counts. Then, count backwards from 8 and have the students return to the small, low shape. Holding for 8 counts. Repeat in 4 counts, then in 2 counts and then in 1 count. Encourage students to try to create continuous movement. Try 16 or 24 counts if you want students to practice sustained slower movements and balance. Challenge class by seeing if they can hold stillness for 16-24 counts.

[Music: Breathe/Roderick L. Jackson and Marty Beller](#)

1st Grade:

REVIEW CONCEPT OF SPACE (SELF/GENERAL)

Verbally review 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. Discuss what happens when you encounter another's body in the general space.

MOVING TOGETHER

Students follow the teacher's movements in self space. Teachers should demonstrate different levels and shapes using content specific language ("low level", "high level", "curved shape", angular shape, etc.)

Then, allow dancers to move through general space dancing in their own way. Alternate between using general space and self-space.

GO AND RETURN:

Students will stand in a specified place in the room. Teacher will show a pathway (straight, zig zag or curving) and call out a locomotor skill. Students will perform locomotor skill in the specified pathway and return to their opening place in 16 counts and in 8 counts alternatively.

[Music: Barbatuques - Baião Destemperado](#)

2nd Grade:

REVIEW CONCEPTS: Pathways

Review: Verbally discuss and do movements using different pathways in dance. Students can move their whole body (floor paths) and body parts (air paths) on straight, curved, and zig-zag paths. Discuss and show what happens when we encounter another person's body in general space.

Shadowing Pathways:

Have students find a partner. This can be done in trios as well. "If you are the leader, choose a pathway and dance through space using that pathway. Your partner will follow your movements and pathway. When the music stops, freeze. When the music starts again, change leaders.

[Music: Traveling/Erik Geddis](#)

INTRODUCE CONCEPT: Asymmetrical/Symmetrical

Your body can make a variety of interesting shapes. We can make curved shapes that look like we are hugging a beach ball. We can make angular shapes by bending all of our joints. Let's try some curved and angular shapes. Have students explore curving, twisting, bending, and stretching. Pause between shapes so students can feel curved, angular, and twisted shapes. Then, have students try moving from one shape to another without stopping. Encourage students to use all their body parts to create shapes.

Explain the concept of asymmetrical and symmetrical shapes. You may want to show pictures of asymmetrical and symmetrical shapes in the body for students to better understand the concept.

Have students practice and try a variety of asymmetrical and symmetrical shapes as you call out “symmetrical” or “asymmetrical”. As students grow in confidence, add level and direction and the concept of curved and angular.

With A Partner:

Have students make symmetrical and asymmetrical shapes together. Explore the following movement problems:

- Create a symmetrical shape by yourself. Now, dance your shape to a partner and make a symmetrical shape together using the ideas from the shape you created by yourself.
- Now create an asymmetrical shape together with those two shapes. How do you have to change them to make them asymmetrical?
- Now try making a symmetrical shape together by making the same exact shapes as each other.

MOVEMENT PROBLEM STUDY:

Create an asymmetrical shape by yourself.

Make a symmetrical shape with your partner (Sharp)

Then, make an asymmetrical shape together. (Smooth)

Repeat.

Find an ending shape together or alone.

[Music: Flirty Cha Cha/Daniel Pemberton TV Orchestra](#)

NOTES and REFLECTIONS