

STANDARDS			
TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Express 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>Analyze PK.DA:Re7b Demonstrate an observed or performed dance movement.</p> <p>Interpret PK.DA:Re8 .Observe a movement and share impressions.</p>	<p>Express 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.</p> <p>Analyze K.DA:Re7b Demonstrate or describe observed or performed dance movements.</p> <p>Interpret K.DA:Re8 Observe movement and describe it using simple dance terminology.</p>	<p>Express 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.</p> <p>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>Analyze 1.DA:Re7b Demonstrate an observed or performed dance movement.</p> <p>Interpret 1.DA:Re8 Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.</p>	<p>Express 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> <p>Interpret 2.DA:Re8 Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.</p>

Students Need To Know	Students Are Able To Do
<p>TK</p> <ul style="list-style-type: none"> ● Locomotor and non-locomotor ● Personal and general space ● Body parts 	<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

<p>Kindergarten</p> <ul style="list-style-type: none"> • Various types of body shapes • Levels <p>1st Grade</p> <ul style="list-style-type: none"> • Non locomotor and locomotor movements • Pathways <p>2nd Grade</p> <ul style="list-style-type: none"> • Symmetrical and asymmetrical shapes • Vocabulary in space, time 	<p>various body parts</p> <ul style="list-style-type: none"> • Start and stop on cue • Respond to cues • Move in an intentional direction <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 <p>1st Grade</p> <ul style="list-style-type: none"> • Combine non-locomotor and locomotor movements while travelling through various pathways such as: straight, curved, zigzag pathways. • Create locomotor and non-locomotor movements that demonstrate variations in size. • Use size in relationship with dynamics and speed <p>2nd Grade</p> <ul style="list-style-type: none"> • Using locomotor movements to travel intentionally in space using different pathways • Sensitivity to sharing space with others • Demonstrate expanded vocabulary in space, time • Intentionality in directions (general and self-space)
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Formative Assessment	Teacher observation, Student performance
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Vocabulary for the Lesson	<p>Levels: low, middle and high. Body parts and the whole body move and shape on these different levels.</p> <p>Size: how big or small the body is</p>
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Vocabulary for the Lesson continued	<p>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.</p> <p>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).</p> <p>Shape: the positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical.</p>
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Materials Needed	music, player
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<p>Teaching Strategies</p> <p>Teacher Tips <i>Details – helpful hints</i></p> <p>Brain Dance with Narration (5 minutes)</p> <p>Brain Dance with Narration (8 minutes)</p>	<p>Warm Up – BRAIN DANCE</p> <p>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.</p> <p>The eight movement patterns of Brain Dance include:</p> <ul style="list-style-type: none">● 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.
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- 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 – INTRODUCE CONCEPT OF DIRECTIONS (forward, backward, side right, side left, up, down, around, diagonal)

Review locomotor movements in different directions and pathways. The directions can be explored with locomotors as the whole body travels through general space in a specific direction and non-locomotors using body parts in different directions. Chart movements on wall chart.

TK - REVIEW CONCEPT

Discussing direction choices requires us to use our eyes to see where we are going and to avoid others. Discuss how the movement changes as the speed of the movement goes faster or slower and what happens when we encounter another body in space.

Dance and Freeze:

Dance in a direction until you hear the music stop. When the music stops, freeze in a shape pointing to the direction you were moving/traveling. Example: If you were dancing backwards, your shape should reach behind you. When the music starts again, pick a different direction. Call direction if students are struggling with making directional choices.

[Music: Dance/Freeze by Benjamin & Analisa](#)

You can also press pause on any song of your choice for the same effect.

CREATE: Create a Cinquain

Read the cinquain as the students illustrate each movement in movement.

Sample Cinquain:

(From Creative Dance, Anne Green Gilbert):

Directions

Forward, backwards

Sliding, jumping, rolling

We travel many ways

Dancers

Have students perform these movement studies for their classmates. At the end of the sharing, ask students to share what they saw.

KINDERGARTEN---SIZE: REVIEW CONCEPT

Review concept of SIZE.

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.

BALLOONS

Start in a small shape at any level. Begin to blow up your shape like a balloon. Fill your whole body with air until you are as big as possible. Now, POP and begin to shrink to a small shape again. Repeat multiple times. Encourage students to create new shapes and levels as they grow and shrink. Continue encouraging students to move to different places in the room. Try different speeds of growing and shrinking.

MARCHES, TIP TOES AND LUNGES

- To start: this track combines tip toes, marches and gallops while responding to music: [Tip Toe, March or Gallop](#). Teachers can call out directions as the students respond to music.
- Create a short movement combination that explores tip toes and lunges. Try two lunges and 8 tiptoes alternating as students move through space. Have students try moving forwards, backwards, sideways using tiptoes and lunges. Music: [Monster Walks/Music for Creative Dance](#)

BIG and SMALL/LOUD and QUIET

Students move with small movements on soft, quiet music and big movements on loud, percussive movements. Cue various locomotor and non-locomotor movements as well dynamics, speed, energy and levels. Once students understand the music, allow them to create their own responses to the music and prompt. Give time for practice.

[Music: Loud and Quiet/Casper Babypants](#)

[Music: Loud and Quiet/Zouzounia TV](#)

[Music: Fun Game 2 \(4/4\) Louds and Softs](#)

Split class in half and share. Have students observe movement as ask: How did the dancers move on the quiet music? How did they move their bodies with the loud music? Describe what you saw your friends do.

1st GRADE– TRAVELING IN DIRECTIONS:

Today, we are going to continue to work on traveling in different directions. Our work will let us practice moving in different directions using the same movement pattern using jumps and hops.

Have students practice jumps and hop in straight and curved pathways traveling through general space.

Then have students try some zig zag variations:

- Forward, backwards, forwards, backwards
- Left, right, left, right
- Forward, backwards, left, right
- Give students the opportunity to create and try their own pattern.

Music: Energy Travelling/Mauro Pagliarino

CREATE: Word Cards

Use cards to create a movement sequence which incorporates non locomotor and locomotor movements, such as:

Turn
Push
Slide
Run
Walk
Jump
Stretch
Sway

Place the words in a logical sequence. Have the students practice the sequence in a straight pathway, a curved pathway, and a zig zag pathway. Give opportunities for students to practice. Have students observe other classmates' dances and note the similarities.

[Music: Music Takes Me Up/Mr. Scruff](#)

2nd GRADE– TRAVELING IN DIRECTIONS:

Up Down, Right Left, Forward, Backwards?

Review with students the basic commands of right, left, up, down, forward, and backwards with the whole body or various body parts in different levels and shapes. Repeat as needed for students to become comfortable with their responses.

Then move through the following:

- **Head and Eyes:** have students only turn their heads right, left, up or down. Repeat as needed. Then, have students move just their eyes. Repeat as needed.
- **Level and Shape:** Repeat the basic commands of forwards, backwards, right, left, up and down using level and shape. Example: Teacher might say “right shape” and students would perform a shape to the right of their space. Repeat to develop confidence and clarity of responses.

Advance/Retreat: Create a combination of movements to introduce students to movements that advance (move forward) and retreat (move backwards). For example, creep forwards (8 counts), hop backwards (4 counts), create an asymmetrical shape (4 counts). For variation, students can perform this towards and away from another student.

[Music: Homage to Patagonia/Lemon Jelly](#)

CREATE: Threes

Dancers choose three words from the following list: advance (forward), retreat (backwards), rise, sink, open, close. They create a dance using their three words in any order. The audience will try to guess the three words and talk about the feelings evoked by the combination of the three words. This can be done in solos, duets, trios or groups.

[Music: Animals/Bonobo](#)

NOTES and REFLECTIONS