

STANDARDS

THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<p><i>Express</i></p> <p>3.DA:Pr4a. Judge spaces as distance traveled and use space three dimensionally Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.</p> <p>3.DA:Pr4b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.</p>	<p><i>Express</i></p> <p>4.DA:Pr4a. Make static and dynamic shapes with positive and negative space. Perform three-dimensional movement sequences alone and with others, establishing relationships with intentionality and focus.</p> <p>4.DA:Pr4b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.</p>	<p><i>Express</i></p> <p>5.DA:Pr4a. Integrate static and dynamic shapes as well as floor and air pathways into dance sequences. Establish relationships with other dancers with intentionality and focus. Convert inward focus to outward focus.</p> <p>5.DA:Pr4b. Respond in movement to even and uneven rhythm in both metric and kinesthetic phrasing. Recognize and respond to tempo changes as they occur in dance and music.</p> <p>5.DA:Pr4c. Contrast bound and free flowing movements. Initiate movements from a variety of points of the body. Analyze the relationship between initiation and energy.</p>	<p><i>Express</i></p> <p>6.DA:Pr4a. Refine partner and ensemble skills in the ability to determine distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p>6.DA:Pr4b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in a variety of meters.</p> <p>6.DA:Pr4c. Use the internal body force created by varying tension within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and free flowing movements and appropriately apply them to dance phrases.</p>

Students Need To Know	Students Are Able To Do
<p>3rd Grade</p> <ul style="list-style-type: none"> ● Element of space ● Positive and negative space ● Element of energy <p>4th Grade</p> <ul style="list-style-type: none"> ● rhythms <p>5th Grade</p> <ul style="list-style-type: none"> ● focus ● static and dynamic shapes ● tempo ● bound and free flowing movements <p>6th Grade</p> <ul style="list-style-type: none"> ● Ensemble skills (spatial awareness, partnering, focus) ● Accents ● Beats 	<p>3rd Grade</p> <ul style="list-style-type: none"> ● Use space 3 dimensionally ● Demonstrate shapes using positive and negative space <p>4th Grade</p> <ul style="list-style-type: none"> ● Use space 3 dimensionally with a partner ● Dance to a variety of rhythms ● Refine movement phrases using the element of energy <p>5th Grade</p> <ul style="list-style-type: none"> ● Integrate static and dynamic shapes into dance sequences using space and groups partners ● Demonstrate the difference between bound and free flowing movements <p>6th Grade</p> <ul style="list-style-type: none"> ● Demonstrate ensemble skills through spatial awareness and focus ● Use dynamics in movement as it relates to time with sudden and sustained movements. ● Demonstrate the difference between bound and free-flowing movement

Formative Assessment	Teacher observation, student performance
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<p>Vocabulary for the Lesson</p> <p>Vocabulary for the Lesson continued</p>	<p>accent: a strong movement or gesture.</p> <p>bound movement: effort in a movement where energy is constricted.</p> <p>focus: in general, a gathering of forces to increase the projection of intent. In particular, it refers to the dancer's line of sight.</p>
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free flow movement: effort in a movement where energy is continuous.

rhythm: a structure of movement patterns in time; a movement with a regular succession of strong and weak elements; the pattern produced by emphasis and duration of notes in music.

Materials Needed

music, player

Teaching Strategies

Teacher Tips

Details – helpful hints

Warm Up – MOVE THROUGH THE CONCEPTS

Students review prior concepts both physically and verbally. Teacher cues the movements; students respond in movement. Teacher asks students to name the movements they are doing ex: what level are you moving on, what direction are you traveling in, what energy is your movement. Movements to cue come from the concepts below and can be done in self and general space. Cue line is “move your body in ...

Space – self space, general space

Levels – low, middle, high

Paths – straight, curved, zig-zag

Directions – forward, backward, side left, side right, up, down, around

Shapes – curved, angular, twisted, angular

Energy – smooth, sharp, or light, strong

Speed – slow, medium, fast

Range/Size – big, medium, little

3RD GRADE –EXPLORE MOVEMENTS AT DIFFERENT SPEEDS

Verbally discuss and do movements that use and change different speeds. Demonstrate and discuss how locomotor, non-locomotor movements and shapes can be used to move slow, medium and fast. Discuss how movements can be slow (half time), medium (on time) and fast (double time) to the music or steady beat.

Have students line up in 3-4 lines and travel across the room cued by the teachers.

Explain that beats are the steady pulse of the music.

First they clap the beat of the music, next they step on each beat of the music in their own personal space.

Next travel across the floor walking to each beat.

Can repeat process to return to original starting side/line of the room

Repeat process using slow claps for slower beats aka half time to the music beats.

Repeat a third time using faster claps for faster beats aka double time to the music beats.

Repeat process using non-locomotor movements in self space. Clap the beat, move on time, half time and double time to the beat. Prior wall charts movements can be used.

Discuss moving in time to the music and out of time to the music.

Cue either locomotors or non-locomotors and have students define if they are moving in time or out of time to the music.

Adding shapes:

Students review shapes adding in negative and positive space. Positive is where your body is, negative is where it is not.

In pairs students practice moving in and out of each other's negative space. One makes a shape the other moves in and out, then reverse.

Repeat using different speeds (move slowly in and out of your partner's negative space) but be careful of fast!

Music: see music list

4TH GRADE – EXPLORE MOVEMENTS USING DIFFERENT RHYTHMS

Discuss how rhythm is seen and used in everyday life (a clock, waves crashing, pulse, breath, blinkers, etc.). Demonstrate and discuss how dance is made of different patterns of movements manipulated by the timing of the movements to create rhythms. Musical rhythms are what dancers use to match their movements too.

Play a variety of music that has different rhythmic qualities and have students respond in self space using non-locomotors movements (bend, stretch, slash, turn, rise/melt, kick, etc.) As the music changes so should the movements.

Repeat using general space with locomotor movements. As the music changes so should the movements.

Skip, gallop, slide use 2/4 meter/rhythms; walk, jump, hop, use 4/4 meter/rhythms

Adding Shapes:

Students review shapes by focusing on static and moving shapes.

Make a static straight shape that has lots of negative space. Make a moving straight shape that has lots of negative space.

Repeat process using curved, angular and twisted shapes.

Now make a static straight shape that has very little negative space. Make a moving straight shape that has very little negative space.

Repeat process using curved, angular and twisted shapes.

Music: see music list

5TH GRADE – EXPLORE CHANGES IN MOVEMENTS AND TEMPO/RHYTHMS

Verbally discuss and do movements that change as the rhythm and tempo of the music changes. What happens to the movements? How do we make that change?

Discuss how speech has rhythm, based on the stressed and unstressed syllables. For example: “chicken nugget” (speak and clap the rhythm of the food item) this is an “even tempo” example. Next try “jalapeno pepper” this is an uneven example (speak and clap the rhythm of the food item).

Write a sentence with your food item (choose even or uneven) and clap the rhythm of the sentence.

Students practice the even and uneven

Discuss how it should be even not uneven!

Adding Shapes:

Explore how moving in and out of shapes changes based on musical changes, beats or tempo.

Students review shapes adding in negative and positive space. Positive is where your body is, negative is where it is not.

In pairs students practice moving in and out of each other’s negative space. One makes a shape the other moves in and out, then reverse.

Repeat using even rhythm such as your pulse and uneven pattern such as your breath. Pulse movements are bound, steady and repetitive. Breath movements are flowing, non-repetitive and uneven.

Music: see music list

6TH GRADE – EXPLORE MOVEMENTS USING ACCENTS

Verbally discuss and do movements focusing on accented movements in a dance sequence. With the help of students create a dance sequence that alternates between locomotor, non-locomotor movements and shapes (+,_) Some examples:

Rise/melt, Slide, stretch, skip, sway, shape

Turn in place, slide, shake, leap, shape

Identify which movements can be accented by moving “sharply and quickly” and which movements should not be accented. Repeat phrase but using accented movements.

Verbally discuss and do movements that are bound, balanced, controlled and free flow movements that are off balanced Locomotor and non-locomotor wall charts can be used.

Examples:

Bound Flow - march/stomp, slash, punch, kick, straight paths

Free Flow - swing, sway, glide, curved paths

Adding Shapes

In pairs and using positive and negative space one partner make a bound shape and the other partner move freely in and out of the negative space. Switch roles.

Repeat with one partner doing flowing shapes and the other partner move boundly in and out of the negative space.

Music: see music list

3rd GRADE – DANCE MOVEMENT PROBLEM

Using movements from the word wall create a dance sequence that uses locomotor and non-locomotor movements and shapes.

Choose a concept from the word wall that has three separate elements such as levels, pathways, directions.
Add a different speed to each element.

Example:

Curved path slow, straight path fast, zip-zag path medium .

Add in either a static or moving shape to start the dance phrase and a different one to end it.

Music: see music list

4th GRADE – DANCE MOVEMENT PROBLEM

Using movements from the word wall create a dance sequence that uses locomotor and non-locomotor movements and shapes.

Choose a concept from the word wall that has three separate elements such as levels, pathways, directions.
Change the rhythmic pattern of the dance from breath/uneven to pulse/even.

Example:

Curved path uneven/breath, straight path even/pulse, zip-zag path even/pulse.

Add in either a static or moving shape to start the dance phrase and a different one to end it.

Music: see music list

5TH GRADE – DANCE MOVEMENT PROBLEM

In a small group, select one food item sentence and create a dance sequence based on the rhythm of your sentence. The dance must include:

- a starting shape using positive and negative space
- an ending shape using positive and negative space
- locomotor and non-locomotor movements based on the rhythm of the sentence

Music: see music list

6th GRADE - DANCE MOVEMENT PROBLEM

Using movements from word wall create a dance sequence uses accented beats

Using movements from the word wall create a dance sequence that uses locomotor and non-locomotor movements and shapes.
Discuss and demonstrate accents in movements. Accented movements are stronger, sharper.
Choose a concept from the word wall that has three separate elements such as levels, pathways, directions.
Add an accent to each element.

Example:

Curved without accents, straight with accents, zig-zap with accents.
Add in either a static or moving shape to start the dance phrase and a different one to end it.

Music: see music list

NOTES and REFLECTIONS

The following music can be used for any of the sections that require music. All available through Youtube.com

MUSIC LIST:

Bonobo- Black Sands

https://www.youtube.com/watch?v=cTjF2_-bneM

I'm An Albatraz Gymnastic – Floor Music

<https://youtu.be/xDDn8alyxuQ>

Ember Trio – Violin Compilation

<https://www.youtube.com/watch?v=55uqDfWQFkE>

Laura Albright – Floor Music

<https://www.youtube.com/watch?v=AHN6oSfxHr8>

Matsuo Basho Haiku Music

https://www.youtube.com/watch?v=zXvzgR3A9_I

1 hour of World Music from Different Cultures

<https://www.youtube.com/watch?v=DAhLXLj4UuE>