

STANDARDS

THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<p><i>Express</i> 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><i>Express</i> 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><i>Express</i> 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. 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> 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. 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

<p>3rd Grade</p> <ul style="list-style-type: none"> ● Element of space ● Positive and negative space ● Element of energy
<p>4th Grade</p>

Students Are Able To Do

<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 Unit
Grades: 3 - 6

Bakersfield City School District
Lesson 3: Relationships and Space

<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	<ul style="list-style-type: none">● 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
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Formative Assessment	Teacher observation, student performance
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Vocabulary for the Lesson	Free flow movement: effort in a movement where energy is continuous.
Vocabulary for the Lesson continued	

Materials Needed	music, player
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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 increases 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. This develops body awareness, proprioception, balance responses and processing sensory input.

REVIEW – 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. 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
Speed – slow, medium, fast
Range/Size – big, medium, little

3RD GRADE –EXPLORE SMALL SPACES

Individually or as a group, have students explore the following locomotor movement in small spaces. This exploration can be done with small, taped square or using floor spots.

Crawl
Walk
Gallop
Slide
Roll
Jump
Skip

Using movements from the exploration of small spaces create a dance sequence. Choose three movements that will serve as a beginning, middle and end. Continue to use the spatial limitation of the taped square or floor spots. Add an additional element to change the dance sequence.

Example:

Change speed, shape, level, direction.

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

4th GRADE- MOTION TOWARDS AND AWAY

Working in a large circle have students explore:

- Moving towards center of circle
- Moving away from the center of the circle
- Body part lead towards and away from center of circle (motion towards & motion away)
- One group moves towards center while other group watches (A and B)

Make sure to include elements previously introduced to direct movement exploration, such as changing speed, shape, level, direction, rhythms.

5th GRADE-EXPLORATION OF FAR AND NEAR

Discuss with students:

How can I demonstrate nearness in my body? How can I demonstrate far in my body?

Have students explore nearness to other body parts using hands.

Then, have students explore creating nearness using different body parts.

- Ear near shoulder
- Foot near opposite leg
- Shoulder blades touching
- Fingers, toes, knees near each other

Encourage students to explore level and shape as they explore creating near and far ideas with their bodies.

6th GRADE-EXPLORATION OF FAR AND NEAR

Review with students:

How can I demonstrate nearness in my body? How can I demonstrate far in my body?

1. Have students explore near and far on command with different body parts. Encourage students to explore level and shape as they explore creating near and far ideas with their bodies.
2. Then, have students explore near and far in terms of their performance space (relationship to floor, ceiling, walls)
3. Find a Friend: Let's try working on forming relationships while dancing with others. When I say, "Find a Friend", make a near shape with another dancer as quickly as possible. When I say dance away, you will use a locomotor movement of your choice. We will repeat so you have an opportunity to dance with many friends.

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NOTES and REFLECTIONS

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

“Tsunami” by Stephane Wrembel

<https://www.youtube.com/watch?v=5ztEAqo0-74>

“Uakti” by Trilliam Green

https://www.youtube.com/watch?v=D864OJ_zkQ&list=OLAK5uy_n_8YvfzK8hJMkpttbfwjYUigpnT9y6Tul&index=12

“Concerto No. 5 in F Minor for One Harpsichord” by J.S. Bach

<https://www.youtube.com/watch?v=TdYcD7lsVF0>

“Piano Boy” by Pavlov Stelar

<https://www.youtube.com/watch?v=f8UyWjcZJDY>

“Elaine the Osaka Dancer” by The Panafricanist

https://www.youtube.com/watch?v=dhM2o-SFq_E

“Turbina de Amor” by Prisma & Martin

<https://www.youtube.com/watch?v=zKBf25dKXWg>

“Whisper Not” by Benny Golson

<https://www.youtube.com/watch?v=8NMBRzxbXrs>

“Sarama” by Vieux Farka Touré

https://www.youtube.com/watch?v=Y49ZsOI_v84

“Alfonsina y el Mar” by Sharon Isbin

<https://www.youtube.com/watch?v=7KMXrHEdZoo>

“Solitude” by Karunesh

https://www.youtube.com/watch?v=yd5m_zi5ruM

“Up on the Hill” by The Bamboos

<https://www.youtube.com/watch?v=LzLKKF50XBU>

“Bumpin ’on Sunset” by Wes Montgomery

<https://www.youtube.com/watch?v=4rgRS39zmF0>