

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>Express</p> <p>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>PK.DA:Pr4b. Identify speed of movement as fast or slow. Move to varied rhythmic sounds at different tempi.</p> <p>Embody</p> <p>PK.DA:Pr5a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.</p> <p>PK.DA:Pr5b. Move in general space and start and stop on cue while maintaining personal space.</p> <p>Present</p> <p>PK.DA:Pr6a. Dance for others in a designated area or space.</p>	<p>Express</p> <p>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>K.DA:Pr4b. Demonstrate tempo contrasts with movements that match the tempo of the stimuli.</p> <p>Embody</p> <p>K.DA:Pr5a. Demonstrate same side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.</p> <p>K.DA:Pr5b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>Present</p> <p>K.DA:Pr6a. Dance for and with others in a designated space.</p>	<p>Express</p> <p>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>Embody</p> <p>1.DA:Pr5a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.</p> <p>1.DA:Pr5b. Move safely in general space through a range of activities and group formations while maintaining and changing personal space.</p> <p>Present</p> <p>1.DA:Pr6a. Dance for others in a space where audience and performers occupy different areas.</p>	<p>Express</p> <p>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>Embody</p> <p>2.DA:Pr5a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.</p> <p>2.DA:Pr5b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.</p> <p>Present</p> <p>2.DA:Pr6a. Dance for and with others in a space where audience and performers occupy different areas.</p>

Students Need To Know	Students Are Able To Do
<p>PK</p> <ul style="list-style-type: none"> ● Opposites as used in space, time ● Locomotor and non-locomotor ● Personal and general space ● Body parts <p>Kindergarten</p> <ul style="list-style-type: none"> ● Various types of body shapes ● Formations with a group ● Tempo ● Levels <p>1st Grade</p> <ul style="list-style-type: none"> ● Pathways ● Steady beat ● Vocabulary of dynamics <p>2nd Grade</p> <ul style="list-style-type: none"> ● Symmetrical and asymmetrical shapes ● Vocabulary in space, time 	<p>PK</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 travelling and on cue, move with travelling, 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 <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. ● Recognize steady beat and be able to vary the tempo <p>2nd Grade</p> <ul style="list-style-type: none"> ● Identify symmetrical and asymmetrical shapes ● Demonstrate expanded vocabulary in space, time

Formative Assessment	Teacher observation, Student performance
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<p>Vocabulary for the Lesson</p> <p>Vocabulary for the Lesson continued</p>	<p>Levels: low, middle and high. Body parts and whole body move and shape on these different levels.</p> <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</p>
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took a circular path, or he traveled along a zigzag pathway).

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

Materials Needed

music, player

Teaching Strategies

Teacher Tips

Details – helpful hints

WARM UP - MIRROR ACTIVITY

Students face teacher and mirror her/his movements. They move at the same time moving the same body part. Students can then get a partner and mirror each other (front of the leader's body faces the front of the follower's body). Movements can take place in personal space and general space as long as students face each other. Smooth and sharp movements can also be done. When teacher cues "freeze", students freeze in a shape, then switch who is leading and who is following. Continue using personal and general space and energy.

Review non-locomotor and locomotor movements with the students by prompting students to move to the music. Also discuss the changing tempos of the music and have them match their movements to the tempo of the music.

Music: Bonobo- Black Sands

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

TK – INTRODUCE CONCEPT OF DIRECTIONS (forward, backward, side right, side left, up, down, around, diagonal)

Verbally discuss and do movements that use different directions. The directions can be explored with locomotors as 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 - INTRODUCTION CONCEPT OF TEMPO (slow, medium, fast)

Verbally discuss and do locomotor and non-locomotor movements at different speeds. Students can move their whole body and body parts slow, medium, fast. Discuss how the movement changes as the speed of the movement changes. Chart movements on wall chart.

Example: skip, gallop, slide change if you do them at a slow speed.
Students can add in changes of directions with the same movements.
Example: slide right fast, gallop forward medium, walk backwards slow.

KINDERGARTEN – INTRODUCE CONCEPT OF LEVELS (low, middle, high)

Verbally discuss and do movements at different levels. Students can move their whole body and body parts on low, middle and high levels. Chart movements on wall chart.
Review verbally and physically different shapes used in dance (frozen and moving shapes) - curved, straight, angular and twisted.

FORMATIONS IN DANCE (scattered, circles, lines, solo, pairs, trios, groups)

In large circle (or two smaller ones) students stand on edges until it is their turn to enter the circle. Students enter circle 2 at a time using a locomotor movement on a specific level ending in the middle of the circle in a shape. Students move using a non-locomotor movement, matching the tempo of the music, then they freeze in the center of the circle, then the next pair repeats the process, connecting with the group shape in the center of the circle. Prompt students to join at a different level..

Example:

skip/high/shape, balance/low, turn/middle/freeze
slide/high/shape, stretch/middle, walk/low/freeze
gallop/high/shape, melt/low, turn/middle/freeze

Continue until all students have a turn. Can discuss sharing the space in the circle and while traveling, “stay in your bubble”.

Music: Laura Albright – Floor Music

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

1st GRADE – INTRODUCE CONCEPT OF PATHWAYS (straight, curved, zig-zap)

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. Chart movements on wall chart.

Through guided practice review verbally and physically shapes (curved, straight, angular, twisted) and tempo (slow, medium, fast).

FORMATIONS IN DANCE (scattered, **circles**, lines, solo, pairs, trios, groups)

In large circle (or two smaller ones) students stand on edges until it is their turn to enter the circle. Students enter circle 2 at a time using a locomotor movement on a specific pathway and matching tempo of the music, ending in the middle of the circle in a shape, while in the circle they choose a non-locomotor movement using airpaths. They connect with the shapes already made by previous dancers and freeze. They then exit the circle with a different locomotor and a different pathway. Example:

skip/curved/shape, bend/angular airpaths, turn/straight path

slide/zig-zag/shape, stretch/airpaths, walk/curved path

gallop/curved/shape, kick/airpath, turn/straight path

If two people are about to crash - freeze in a shape until you can move past the person. Continue until all students have a turn. Can discuss sharing the space in the circle and while traveling, “stay in your bubble” and how the paths and shapes support the movement or not.

Music: Laura Albright – Floor Music

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

2nd GRADE – INTRODUCE INTENTION IN LOCOMOTOR & NON-LOCOMOTOR MOVEMENTS

Verbally and physically review shapes adding in symmetrical (balanced/even shape) and asymmetrical (not balanced/uneven shape).

In trios choose a specific emotion that can be used to create a dance (happy, sad, glad, mad, tired, bored, scared).

Dance Specifics:

Choose (2) locomotors and (2) non-locomotors movements that demonstrate the emotion.

Choose a shape (symmetrical or asymmetrical) that starts the dance and a different shape (symmetrical or asymmetrical) that ends the dance.

Each movement should be at least 8 counts (can be more).

Do all together in unison

Audience members try to guess the emotions demonstrated in trio’s dances. Which emotion did they do, what locomotors, non-locomotors and shape did they use to show this emotion?

Music: Upbeat music

Laura Albright – Floor Music

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

Slower music

Bonobo- Black Sands

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

NOTES and REFLECTIONS