

Dance Elements - Space

Topic, or Concept, and Goal (if the lesson is part of a learning experience or a unit plan)

This lesson is part of a unit plan. Students will learn, experience, and practice aspects of the element of space in dance.

Grade

Grade 2

Class

Unit 1, Part 1, Lesson 3, 45 minutes

State Dance and/or Physical Education (dance) Standards

Texas Elementary Curriculum and Development for Dance

Texas Essential Knowledge and Skills (TEKS)

2.1.1 Demonstrate kinesthetic awareness of the body while exploring dance concepts and combinations of locomotor and axial movement through a multisensory integration of the dance elements, emphasizing body, space, and contrasts in time and energy.

2.2a.1 Fully explore the dance elements to express feelings, images, and stories combining two elements and create a short dance with a beginning, middle, and end manipulating at least three dance elements.

National Dance Society *National Dance Education Standards Framework*

Strand 1: Movement foundations of dance genres and forms

Standard 1.1 Elements of dance for a dance genre or form

Performance Indicator(s): Skills and content

Learner Outcomes (must include one “real world” objective or outcome for assessment)

Psychomotor: Student will explore levels, shapes, and varied pathways using basic locomotor and non-locomotor movement

Cognitive: Student will recall and demonstrate body awareness through application of selected elements of dance individually and/or in small groups.

Affective or Social and emotional learning: Student will determine awareness of personal space and general space while moving in different directions and levels

Rubrics	Exceptional (4)	Accomplished (3)	Developing (2)	Beginning (1)
Includes Psychomotor, Cognitive, and Affective or social and emotional learning	Student understands both personal and group space, creatively and confidently performs different shapes in each level in space, and is able to maintain	Student understands personal and group space, easily creates many different shapes in each level in space, and clearly performs interesting ways of using levels across the general space.	Student understands personal space but does not always respect group space, performs several different shapes in each level in space, and	Student does not understand personal space, performs the same shape for each level in space, and does not consistently maintain the same level while moving across

	the same level and incorporate a change in pathway while crossing the general space.		consistently maintains the same level while moving across the general space.	the general space.
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Materials, Resources, Space Requirements, Media, and Suggested Music

Resources:

Teaching Dance as Art in Education, Brenda Pugh McCutchen, Human Kinetics 2006
Creative Movement and Dance in Groupwork, Helen Payne, Winslow Press, 1990

Space Requirements:

There should be a room large enough for all the students to put their arms out to the side and not bump into each other. The space should be free of furniture. The floor should be smooth and clean with no cracks, bumps, or sharp objects. The lighting should be bright.

Suggested Music:

Drum

Music for Creative Dance Vol. 1-4, by Eric Chappelle
info@ravenadventurs.com

Gradual Motion by Peter Jones

Music for Dancers by Kerri Lynn Nichols

Vocabulary terms (with definitions—for additional vocabulary see NDS *National Dance Education Standards Framework Glossary*)

Elements of Dance — Specific ways to move when we dance.

Space — Where we move in the room when we dance.

Personal space — The space bubble made when you put your arms out to the side.

General space — The room that all the students share when moving.

Levels — The different heights that we can make shapes and move in

Kinesthetic Awareness — I can feel my bones, muscles, and joints when I move. I feel my arms in space and my feet on the floor.

Dance Lesson Instruction

The **dance lesson instruction sequence** includes **Introduction** or **Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool Down** (time), **Closure** (time), and **Assessment** (time). Timing of each dance lesson section may be determined by the teacher.

Each of these instructional topics **may** require **management**, **transition** between each lesson component (place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teacher's pre-assessment of the students in class is ongoing observation and assessment throughout the dance instruction sequence.

Pre-assessment: All students are in their dance spots, lines, bubbles, or any other space delineation used by the teacher. They are all attentive and waiting for the teacher to begin.

Mini Lesson (I Do): Today we will be working on a dance element called “space”. Space is the area we have to move in the room. (Teacher physically demonstrates how he/she can move through space.) Sometimes we move in our personal space like this. (Teacher demonstrates.) Other times we move through the general space like this. (Teacher demonstrates.) Who can tell us the difference between personal space and general space? (Teacher entertains all answers.)

We have names for the ways that we can move through space. The one we are going to practice today is levels.

Levels are low, middle, and high.

Who can guess what a low level is?

Teacher entertains all answers.

Who can guess what a high level is?

Teacher entertains all answers.

Then what is a middle level?

Teacher entertains all answers.

Mini Lesson (We Do): Teacher demonstrates each level and then asks for other ideas from the students.

Who would like to show a middle level?

Who would like to show a low level?

Who would like to show a high level?

Teacher allows as many demonstrations as he/she wishes.

Mini Lesson (You Do): Now you are going to make high, middle and low level shapes in your personal space. When I call out a level be creative and make a shape in the level I call out.

Ready? Teacher can use a drum to make beats for shape making or play music and have students make different level shapes on certain counts in the music.

Teacher observes and visually assesses the students.

Now go to your traveling lines on the side of the room. You are going to move across the general space and each time you do I am going to call a level that you must move in. You can choose any kind of movement you want to do this, but it must be on the level that I call out. When you come back across the room you must choose a different way of moving than you did before. Teacher observes and visually assesses the students.

Dance Instructional Sequence

Introduction/Warmup (time)

Management: Students are in their assigned places. 10 minutes

Transition: 5 minutes

Teaching Process: Students follow teacher for warmup. Teacher continually talks about proper body placement, expectations for stretches and how to use the mirror to check for misplacement.

Teaching Points or Cues: Technique Cues: All toes on the floor, knees over the feet, shoulders over the hips, and neck easy. Keep arms slightly in front rather than going behind the shoulders.

Exploratory Experiences (time)

New Materials (time)

Management: (20 minutes) Shapes and movements in space

Recap of Learning (Summary) and Cool Down (time) (5 minutes)

Management: While cooling down ask students what was their favorite level to dance in.

Teaching Process: Memorized cool down of reaching arms overhead, head shaking yes and no, lunges to the back on both legs.

Closure

Management: Clapping for a great class.

Assessment:

Management: See rubric and review for informal assessment or use the rubric for formal formative assessment. Visual assessment takes place during the entire class.

Modifications (Gifted and Talented students)

These students could incorporate turns or freezes in their levels across the floor.

Accommodations: (Individuals with disabilities)

Use a chair to hold on to, make arm shapes while sitting in a chair, move in their spot instead of across the floor.

Extensions: (Interdisciplinary topics)

Where are the three levels in our world? What animals in our world move in the low level? High level? Middle level?

Lesson Reflection and Next Teaching Steps

Which levels were the hardest to do going across the floor? Might want to shorten these or add them on to an easier level.

Have students put their level shapes together with partners to make a short movement sequence. Have the partners show their sequences to the class.

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