

## Dancing Across Your State

### Topic or Concept, and Goal

Students will explore a state by researching, mapping a choreographic pathway to major points of interest such as cities, geography, natural wonders and historical sites across a state.

### Grade

Grades: 4 or 5

### Class

Lesson # to be determined by the teacher.

Suggested: two lessons (one developing the dance project and one for performing the dance)

### State Dance and/or Physical Education (dance) Standards

#### NE Fine Arts Standards:

FA 5.3.4 Students will develop critical thinking skills to analyze and evaluate dance.

FA 5.3.4.a Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery). \*View photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.

FA 5.3.5.b Related to Strand 6. Identify how other academic disciplines support and enhance ideation and understanding for dance creation and performance (glossary) (e.g., combine dance with other academic disciplines relating to coursework). \*Create a dance about movement of tectonic plates, times table, orbit of the planets.

#### NE PE Standards:

PE.5.1 Physical Activity Skills and Movement Patterns

PE.5.1.1.e Combines locomotor skills in cultural and/or creative dance (e.g., self and group) with correct rhythm and pattern. (A)

PE.5.1.2 Performs non-locomotor skills in a variety of environments.

PE.5.1.2.c Applies rolling in a variety of environments (e.g., dance, games). (A)

PE.5.1.2.d Applies curling, stretching, twisting, and bending in dance and tumbling. (A)

### National Dance Society *National Dance Education Standards Framework*

**Strand 3** Creative and artistic communication in dance

**Standard 3.1** Creativity and critical thinking in dance

**Performance indicator:** experiment and develop selected movement images found in the environment of everyday life (sports, nature, architecture) into a dance.

**Strand 6** Dance, arts and media literacy for integrated learning.

**Standard 6.2** Dance, arts and media literacy in interdisciplinary learning.

**Performance indicator:** Create a dance to **communicate** an idea or a process from another discipline.

**Learner Outcomes**

**Psychomotor:** The student will create a dance sequence to show traveling across a state which includes locomotor movements and using directions, levels to create at least three pathways in which to depict various cities or landscapes and selected natural wonders (shapes or axial movements) across the state.

**Cognitive:** The student will research a state’s geography and major attractions (cities, landscapes, and natural wonders) to draw a map of a state, identify at least three cities, different landscapes, natural wonders. Draw the pathways to travel across the state that connect the cities, landscapes, and natural wonders, and write a one page description of your dance across \_\_\_ (state).

**Affective or Social and Emotional Learning:** Students will practice dance etiquette, movement confidence, cooperation, contribution, and leadership in groups and class.

<b>Rubrics</b>	<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Psychomotor</b>	The student will create a synthesized dance sequence to show traveling across a state which includes locomotor movements and using directions, levels to create with complete integration and detail of at least three pathways in which to depict various cities or landscapes and selected natural wonders (shapes) across the state.	The student will create a complete dance sequence to show traveling across a state which includes locomotor movements and using directions, levels to create without detail and variety of at least three pathways in which to depict various cities or landscapes and selected natural wonders (shapes) across the state.	The student will create a dance sequence to show basic examples of traveling across a state which includes locomotor movements and using directions, levels to create at least three pathways in which to depict various cities or landscapes and selected natural wonders (shapes) across the state.	The student will create an incomplete dance sequence to show traveling across a state which includes locomotor movements and using directions, levels to create minimal examples of pathways, depict various cities or landscapes and selected natural wonders (shapes) across the state.
<b>Cognitive</b>	The student will rigorously research a state’s geography and major attractions (cities,	The student will research a state’s geography and major attractions (cities, landscapes, and	The student will generally research a state’s geography and major	The student will sketchily research a state’s geography and major attractions (cities,

	landscapes, and natural wonders) to correctly draw a map of a state, identify at least three cities, different landscapes, natural wonders. Draw the pathways to travel across the state that connect the cities, landscapes, and natural wonders, and write a concise one page description of your dance across ___?___ (state).	natural wonders) to draw a map of a state, identify at least three cities, different landscapes, natural wonders. Draw the pathways to travel across the state that connect the cities, landscapes, and natural wonders, and write a complete one page description of your dance across ___?___ (state).	attractions (cities, landscapes, and natural wonders) to draw a satisfactory map of a state, identify at least three cities, different landscapes, natural wonders. Draw the pathways to travel across the state that connect the cities, landscapes, and natural wonders, and write an insufficient one page description of your dance across ___?___ (state).	landscapes, and natural wonders) to draw an incomplete map of a state, identify at least three cities, different landscapes, natural wonders. Draw the pathways to travel across the state that connect the cities, landscapes, and natural wonders, and write a one page minimal description of your dance across ___?___ (state).
<b>Affective or social and emotional learning</b>	Students will practice totally integrated dance etiquette, movement confidence, cooperation, contribution, and leadership in groups and class.	Students will practice most of the time dance etiquette, movement confidence, cooperation, contribution, and leadership in groups and class.	Students will practice some of the time dance etiquette, movement confidence, cooperation, contribution, and leadership in groups and class.	Students will practice basic levels of dance etiquette, movement confidence, cooperation, contribution, and leadership in groups and class.

## Materials, Resources, Space Requirements, Media, and Suggested Music

### Materials:

Map of (?) State that shows major cities, geography (landscapes), natural wonders and historical sites for teacher to post in the classroom or on the whiteboard.

Map outline of (?) State (teacher provided or retrieved from internet for each student).

### Media:

Video of the state, e.g., Smithsonian TV channel “Aerial America” series, or Internet search for State Tourism video (with narration), and (optional) the State Song. For example, Nebraska Tourism video with “Beautiful Nebraska” played in the background.

<https://www.youtube.com/watch?v=t68DeR1YqIY>

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

Creativity and critical thinking

Landscape –the physical features of an area of land or rivers.

Geography natural wonders – mountains, canyons, prairies, rock formations, and other unique elements

Major cities – a concentration of over 250,000 or more people in one location

## Dance Lesson Instruction

The **dance lesson instruction sequence** includes **Introduction** or **Warm-up** (time), **Exploratory Experience** (time), **New Material** (time), **Recap of Learning** (summary) and **cool down** (time), **Closure** (time), and **Assessment** (time).

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

Preparing for class: do an internet search for a video about your state. (See resources and options). The video may contain the state song or you may have to search for it if you believe it is important. Check the video of your state to ensure it showcases major cities, geography or landscapes in the state, important places such as natural wonders or historical places.

The teacher determines how many cities, landscapes, natural wonders or historical places to include in the learning experience.

### Introduction/Warm-up (5 minutes)

**Management:** Students sitting on floor to watch a video.

**Teaching Process:** Show video about your state.

Today we are going to prepare to take a dance journey across our state.

To prepare for this dance journey, we need to learn about our state.

**Teaching points or cues:** After watching the video, some questions for students to identify after their viewing:

What are some major cities in our state?

What types of geography or landscapes are there in our state?

What are some of the important places such as natural wonders or historical places in our state?

If possible, show and then post photo examples of the cities, landscapes, natural wonders, or historical places in your state following each of the questions.

On the white board or on the class webpage, post the list of the topics from the previous questions: major cities, landscapes, natural wonders, or historical places.

### **Exploratory Experiences** (3-5 minutes)

**Teaching Process:** Teacher gives a worksheet or electronic document of an outline of the state.

Let's take a little time for you to plan and select different places you want to visit as part of your dance journey across their state.

During your dance journey, the following points of interest should be selected as part of your plan. For your dance journey you should visit:

\*two or three cities

\*three different landscapes

\*one or two natural wonders

\*at least one historical landmark

**Management:** The teacher decides if the points of interest should be modified for the class.

Then the dance journey information can be posted on the white board, on the class webpage, and ask students to copy these elements into their notebook.

### **New Material** (30 minutes)

**Teaching Process:** In your journey across the state you will start at a place in the eastern part of the state and end at the western border (this can be changed to starting in the north and ending in the south of a state). On your journey you might take a train, an automobile, a bus, or an airplane.

Since this is your "dance journey" across our state, it should include the following:

\*find a place for the beginning and end to your dance journey (east to west or north to south – depending upon the state).

\*create at least three or four locomotor and nonlocomotor movement pathways to and from different destinations within the state,

\*change tempo and rhythm in each path between different points of interest in the dance journey,

\*use at least three different directions, levels and pathways.

### **Example**

Begin the Nebraska dance journey in Omaha. Skip to Lincoln and circle the state capitol. Run and leap north over the sandhills to Valentine. Step hop southwest over the prairie to Kearney to see the cranes dance and slide to North Platte. Turn north again, galloping across the badland buttes and valleys to complete your journey in Chadron.

The teacher gives students time to plan their dance journey across the state, practice the movements and shapes, and record their dance journey plans in their notebooks.

In their notebooks, students should select and list the cities, different landscapes, natural wonders, and historical landmark(s). When they plot these places on their state map, they can either draw or find photos and label each of these places.

Ask students to include on their map a key to provide information about their dance journey plan. The key should list the specific locomotor and nonlocomotory movements, directions, pathways, and other elements. In the key, the student can either list the elements or draw a sample of each element.

The teacher decides and then indicates to students that this project will include a homework assignment (see recap of learning) or the culmination of the project can be continued and presented in a following class.

### **Recap of Learning (Summary) and Closure** (1-2 minutes)

**Management:** Teacher asks students if they have any questions and then summarizes the homework or culmination assignment; students should:

- 1) Practice your dance journey to make sure all the movement sequences work together for presentation to the class,
- 2) Complete your map and key,
- 3) Prepare a summary of your dance journey and the places you visited when dancing across your state.

### **Assessment**

The teacher conducts a formative assessment of where students are in the project. This assessment will help to determine what will be the focus for the culminating learning experience.

**Next Lesson:** Students rehearse and perform their dance journeys and present their oral summary of their journey to the class.

**Assessment:** See rubric and review for informal assessment or use the rubric for formal formative assessment.

### **Modification (gifted and talented students)**

Students' performance of their dance journey and the presentation of their summary can be more complex by increasing the number of cities, geography, natural wonders, and historical landmarks in the state. The dance journey could cover several states in a region. Then students can compare and contrast their dance journey elements of these states.

**Accommodations (of students with disabilities)**

A student's dance journey could concentrate on a specific city or region of the state.

**Extensions (Interdisciplinary topics)**

The dance journey engages with other disciplines of geography, geology, and history. Students can be guided to expand their summary with more in-depth research about the state's selected cities, natural wonders or historical sites.

**Lesson Reflection and Next Teaching Steps**

After the lesson, reflect upon your presentation of each part of the lesson.

Then review how you managed, paced, and transitioned from one part of the class to the next.

Recall your teaching process for each part of the class, and determine changes you might make in the future and identify your best presentations. Evaluate the teaching points or cues (technical or musical) you used and determine which ones were effective and which cues should be revised for similar teaching in the future.

What research, lesson, modeling, or presentation (teaching processes, points or cue adjustments) do you have to do to teach this lesson better? Make a list to add the information you gathered from your personal teaching assessment for when you review and revise this lesson for the next time you teach it.

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