

# Modern Dance

## **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. Student will learn a summary of the history of modern dance. Student will learn and practice a modern dance warmup, a combination of modern dance movements for center work, and locomotor movements across the floor that are commonly used in modern dance.

## **Grade**

Grade 4

## **Class**

Unit 3, Part 1, Lesson 3, 45 minutes

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

### **Elementary Curriculum and Development for Dance**

#### **Texas Essential Knowledge and Skills (TEKS)**

- 4.1.1 Demonstrate kinesthetic awareness of the body through step patterns and dance techniques in personal space and in groups while exploring dance concepts and movement through a multisensory integration of the dance elements with emphasis on transitions from one movement to another.
- 4.1.2 Execute (moving and speaking) intermediate technical dance terms and vocabularies for a variety of dance forms (i.e., ballet, jazz and modern dance).
- 4.1.3 Develop body conditioning: strength, flexibility, endurance, and the physical effect of nutrition on the body's ability to move.
- 4.2b.1 Perform dances using teacher review criteria for teacher, peer and self-evaluation, and for the purpose of refining composition and performance skills.
- 4.2b.2 Practice performance skills of memorized dance sequences and improvised movement with commitment and clarity to convey meaning.
- 4.3.3 Examine three choreographers and the messages of their dance works.
- 4.4.1 Compare the main ideas of dances from a variety of dance forms, and contribute to group discussions using the Feldman Four-Step Critique in responding to and analyzing the principles of design used in peer and professional dance works.

## **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 Indicators:**

#### **Student will**

Apply knowledge of the elements of dance: body, space, time, energy and relationships, and basic dance vocabulary

Construct basic step patterns by combining locomotor movements

Perform simple and repetitive dances to music utilizing locomotor and non-locomotor movements

Create and imitate movement in response to selected rhythmic patterns, beats and tempo

Identify and execute movement in 4/4, 3/4, and 6/8 meter

**Strand 1** Movement foundations of dance genres and forms

**Standard 1.2** Techniques and principles of movement for a dance genre or form

**Performance Indicators:**

**Student will**

Acquire and apply basic dance technique and physical movement principles to develop body control during elevated movements when performing and creating at least two dance genres or forms

Identify and model the basic positions of the arms, feet, and torso of two dance genres

Create and absorb force while executing push off and landing for height and distance of elevated movements to demonstrate body control

**Strand 2** Dance safety, health and wellness

**Standard 2.1** Dance movement science applications

**Performance Indicator:**

**Student will**

Relate the processes of cardiovascular endurance, muscular strength and flexibility to dancing

**Strand 2** Dance safety, health, and wellness

**Standard 2.2** Dance health and safety practices

**Performance Indicators:**

**Student will**

Interpret personal choices for a healthy lifestyle that relates to dance

Demonstrate safe practices (dance attire, dance etiquette, and dance surfaces) in dance surroundings

Relate how muscular strength, flexibility, and cardiovascular endurance training prevents dance injury

Identify the relationship between optimal body function and a healthy eating plan

**Strand 2** Dance safety, health and wellness

**Standard 2.3** Dance wellness values

**Performance Indicators:**

**Student will**

Identify aspects of wellness related to personal needs in dance

Achieve positive physical, emotional, social, intellectual and spiritual wellness through dance

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

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

**Performance Indicator:**

**Student will**

Rephrase a familiar idea or emotion to create a new or novel way of moving

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

**Standard 3.2** Artistic development of expression in dance

**Performance Indicators:**

**Student will**

Perform with emphasis on focus, expression and confidence

Examine and apply a variety of energy efforts or movement qualities to movement sequences for interpretation of specific ideas

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

**Standard 3.3** Artistic evaluation of dance

**Performance Indicator:**

**Student will**

Identify and discuss similarities and differences of viewed dances

**Strand 4** Choreography, performance, and production

**Standard 4.1** Choreographic design, principles, and structures

**Performance Indicators:**

**Student will**

Apply movement qualities to a series of movement sequences

Execute choreographic structures based on simple musical forms (A, B, and A, B, A) and identify each part

**Strand 4** Choreography, performance, and production

**Standard 4.2** Technical proficiency for dance performance artistry

**Performance Indicators:**

**Student will**

Exhibit technical proficiency of foundational dance vocabulary in at least two dance genres

Demonstrate movement qualities and transitions within choreography

Demonstrate music meter and phrasing, rhythmic pattern, and tempo as part of accurately reflecting the intention of a dance

**Strand 4** Choreography, performance, and production

**Standard 4.3** Dance performance and production

**Performance Indicator:**

**Student will**

Demonstrate appropriate etiquette in class, rehearsal and performance

**Strand 5** Historical, cultural, and social dance

**Strand 5.1** Historical dance knowledge and performance

**Performance Indicators:**

**Student will**

Discover the background and purpose of selected, viewed, or performed historical dances

Identify excerpts for classical ballet and 20th century works (modern dance, ballet, and jazz dance)

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

**Standard 6.1** Dance literacy for interrelated arts learning

**Performance Indicators:**

**Student will**

View at least two different dance works, live or recorded, describe and present an oral or written summary of the elements of dance movement qualities, music story, theme, or visual art images

Explore and report on dance and arts presented in different media

**Strand 6** Dance literacy for interrelated arts learning

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

**Performance Indicator:**

**Student will**

Identify and apply dance and dance-related skills such as creative problem-solving, collaboration and critical thinking to multiple media and technology experiences.

### **Learner Outcomes**

**Psychomotor:** Student will learn and practice locomotor and non-locomotor movements as applied to the technique of modern dance. As a part of this learning, student will incorporate all of the elements of dance and any physical laws that may be required to demonstrate the technique of modern dance.

**Cognitive:** Student will learn that Doris Humphrey was one of the Four Pioneers who made modern dance popular in America during the 1930s. She started a whole modern dance technique based on how human movement reacts to gravity.

**Affective or Social and Emotional Learning:** Student will recall and demonstrate ways of moving that make modern dance different from other dance genres, including all locomotor and non-locomotor movements required in the class.

<b>Rubric</b>	<b>Exceptional (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<p><b>Includes Psychomotor Cognitive, and Affective</b> or social and emotional learning</p>	<p>Student understands both personal and group space, is able to accurately sight-read movements shown by the teacher and remember them to perform without error, confidently executes the modern dance warmup by showing correct use of core placement, foot positions and properly pointed feet, correct arm shapes and movements, leg extensions with proper hip placement and balance, clearly demonstrates class movements with introspection and purpose in a way that exhibits how the movements are connected organically, is able to perform locomotor movements in a safe way across the floor exhibiting proper core</p>	<p>Student understands both personal and group space, is able to adequately sight read movements shown by the teacher, and remember them to perform without error, correctly executes most of the modern dance warmup but is not completely confident in one aspect of it, clearly demonstrates class movements with introspection and purpose in a way that exhibits how the movements are connected organically, is able to perform locomotor movements in a safe way across the floor but cannot consistently demonstrate turns or leaps correctly, hears the rhythm in the class music and can correctly perform the movements to this rhythm.</p>	<p>Student understands personal space but occasionally moves into the space of others in the class, is not consistently able to sight-read movements shown by the teacher so cannot remember them to perform without error, cannot maintain the proper body, feet or arm placements to successfully exhibit the modern dance warmup, is able to partially show movements in a way that portrays a sense of inward thinking and purpose, does not always connect movements in an organic way, is not able to perform turns across the floor safely but makes an effort to correctly perform the leaps, does not consistently hear</p>	<p>Student understands personal space but many times moves into the space of others in class, learns movements shown by the teacher in a haphazard and/or slow manner, cannot perform the modern dance warmup with correct placement of body, feet or arms, is able to exhibit movements but not in a way that shows inward thinking or purpose, cannot connect the movements in an organic way, must demonstrate locomotor movements across the floor in a slow and deliberate manner, can hear the rhythm in the music but cannot consistently perform the modern dance movements to it.</p>

	placement in turns and use of proper pli� when landing from leaps, hears the rhythm in the class music and can correctly perform the movements to this rhythm.		the rhythm in the music.	
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### Materials, Resources, Space Requirements, and Suggested Music

#### Resources:

Professional Texts

*History of Dance 2<sup>nd</sup> edition*, Gayle Kassing, Human Kinetics 2017, pages 188 – 189, 190 -192

*Teaching Dance as Art in Education*, Brenda Pugh McCutchen, Human Kinetics 2006, Pages 185-191, 219-222

*Dance Technique for Children*, Mary Joyce, Mayfield Publishing, 1984

*Dance Teaching Methods and Curriculum Design 2<sup>nd</sup> edition*, Gayle Kassing, and Danielle M. Jay. Human Kinetics, 2020, Modern Dance, pages 399 – 423

**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.

#### Media:

Print: Doris Humphrey, An Artist First, an autobiography edited and compiled by Selma Jeanne Cohen, Princeton Book Company, 1995

#### Online:

[dorishumphrey.com](http://dorishumphrey.com)

[dancehorizons.com](http://dancehorizons.com)

YouTube

#### Suggested Music:

[dancemusicresource.weebly.com](http://dancemusicresource.weebly.com)

Morning Relaxing Music-Positive Background Music for Kids (Sway) by OCB Relax Music;

YouTube

Panda Panda! Cherry Blossoms CD

Cherry Blossoms

Awaken Me

MEM to PDX

Bamboo Forest

The Gene Sequence by Barclay Crenshaw

Contemporary Dance Music by Rafa Navarro

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

Closed parallel — A closed position of the feet with the toes facing front

Wide Parallel — An open position of the feet with the toes facing front

Three curves: — The three positions of the spine when rolling down to the front, starting with the head

Plié — Bend the knees while standing in different positions of the feet

Brushes — Brush the feet to the front, side and back with a pointed foot

Arm shapes — A way of placing the arms so that a particular shape appears, such as round, vertical, horizontal, diagonal, symmetrical,

Fall and Recovery — When a dropping movement can go no further and must rebound upward

Suspend/Fall — A movement is stopped until it must release in a downward motion

Shifts of weight — The weight of the body is shifted from one leg to another

Stretches — Different ways of stretching muscles to make them more flexible

Passé — A foot lifts from the floor to place at the knee

Chaîné turn — A turn in one direction by making a half turn on each foot to return to the original facing, also called a three-step-turn

Modern dance run — A traveling step with the knees bent and feet skimming the floor

Leap — The body travels across the floor with both legs raised in the air

**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 will be determined by the teacher.

Each of these instructional topics **may** require **management** (diagrams), **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. The **I Do, We Do, You Do** learning strategy is inherent in the structure of all dance genre classes. The teacher exhibits movements that the students either follow or learn (**I Do**). The teacher then dances these movements with the students (**We Do**) for however long it takes for the students to be able to perform the movements in groups without the teacher's help (**You Do**).

**Warmup:**

Teacher will prepare a standard warmup done the same way for each modern dance class. Fourth graders are capable of learning and performing:

Closed parallel legs and feet

Open parallel legs and feet

First position turned out

Second position turned out

Three curves

Plié

Brushes – front, side, back

All arm shapes

Shifts of weight – Fourth graders enjoy the challenge of shifting weight in all directions and will engage in any sort of combination of these during warmup. Arm shapes can be added for extra work.

Stretches – All muscle groups; static or sustained stretching is safest for 4th grade students. (Teacher uses the mirrors to observe and visually assess the students.)

### **Center Work Combination of Modern Dance Movements**

The modern dance combination included here is an example of what 4th graders are capable of learning and performing in a modern dance class. It can be broken into smaller parts and taught in more than one lesson. It can be performed as a class or in smaller groups of students. Although it can be done in 4/4 rhythm, it is best done in 3/4 rhythm as it uses weight shifts, suspensions and fall and recovery.

**Beginning shape:** Stand facing the front, feet together and arms down

Slide R foot forward to weight shift forward (wall 5), arms come up front overhead, with palms facing front, torso and head lean back slightly to suspend on 1-3 cts. R foot slides back and arms come down to sides to return to standing position 4-6 cts.

Slide L foot front forward to repeat the same weight shift and suspend, returning to standing on 1-6 cts.

Arms come forward and up to overhead 1-3 cts. Arms lower down to sides 4-6 cts. Teacher or the students can choreograph the shape of these arm movements, for example, arms lift in 1st position and open from 5th position, or arms lift straight up and open out with palms up, etc.

Slide R foot to side to shift weight to side while lifting R arm to 2nd position, palm down, on 1-3 cts. Slide R foot back to place next to L foot, lower R arm down to side on 4-6 cts.

Reverse above on 1-6 cts.

Three step turn to the R on the R foot with arms down on 1-3 cts. Shift weight to R foot and point L foot while raising R arm to 2nd position, look to the R hand on 4-6 cts.

Reverse above on 1-6 cts.

Put the R foot down to pivot to R to face wall 8, feet together, arms lift to front of body even with shoulders, hands can be straight or flexed on 1-3 cts. Hold 4-6 cts.

Swing hands in front of body to cross R over L on 1-3 cts. Swing arms back out to second on 4-6 cts. If teacher and students wish, the torso can swing the opposite direction of the hand that crosses over and return to center when the arms swing back out to second.

Repeat hand crossing with L over the R on 1-3 cts and repeat above on 4-6 cts.

Swing arms in front of body to cross hands R over L while jumping and pivoting to the L to land in a wide parallel facing front (wall 5), on 1-3 cts. Swing arms out to second, feet stay the same on 4-6 cts.

Push arms down to sides to in a jerky motion that ends with arms all the way down. R arms starts on 1 ct, L on 2 ct, R on 3 ct, L on 4 ct, R on 5 ct and L on 6 ct.

Swing arms to R and up overhead and down to L on 1-3 cts, feet relevé and legs straighten on 1 ct, heels lower and knees bend on 2-3 cts, arms continue to swing R and stay at low level under shoulders, shift weight to R foot on 4-6 cts.

Reverse above on 1-6 cts.

Repeat to R on 1-6 cts.

Place L foot behind R to slide L leg behind and down to lower to floor, L hand places on floor for support on 1-3 cts. Sit facing wall 8, feet on floor and knees bent, arms at sides on 3-4 cts.

**End Shape:** Students create their own shape to freeze in for the finish of the combination. (Teacher visually assesses the students through the learning and performing of the modern dance combination.)

### **Locomotor Movements Across the Floor**

Fourth graders enjoy locomotor movements across the floor. They are able to organize themselves into lines that come from corners 3 and 4, or that travel horizontally across the room. They are able to come across the room 8 cts apart from each other which they should be directed to do for safety reasons. Fourth graders enjoy modern dance runs, especially combined with arm movements. Three step turns in plié should be executed at a slow pace. Leaps may be executed with straight legs or bent knees.

(Teacher visually assesses the students as they perform locomotor movements across the floor.)

### **Introduction/Warm-up** (time)

**Management:** Students are in their places for 10-15 minutes

**Transition:** 3-5 minutes

**Teaching Process:** A modern dance warmup is given with plié, 3 curves brushes, weight shifts, various arm shapes and stretching.

**Teaching Points or 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. Do not force stretches.

### **Exploratory Experiences** (time)

#### **New Material** (time)

**Management:** (15-20 minutes)

**Teaching Process:** Students practice a center work modern dance combination that includes shifts of weight, suspensions, fall and recovery and turns.

**Teaching Points or Cues:** Students are encouraged to remember the importance of transitions between movements, use their plié to shift weight, put a sense of purpose to the movements when possible.

### **Recap of Learning (Summary) and Cool Down (time)**

**Management:** (5 minutes) While cooling down ask students what was their favorite part of the modern dance combination

**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 good 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. Students could be assessed on a drawing or writing assignment involving modern dance history.

#### **Modifications (Gifted and talented students)**

These students could be given time to reverse the entire modern dance combination.

#### **Accommodations (Individuals with disabilities)**

These students could hold on to a chair or put their hand on a wall during the warmup. While working on the modern dance combination they should focus on the movement of either the arms or the feet.

#### **Extensions (Interdisciplinary topics)**

Students can research the effect of gravity on all things and/or the forces that happen when an object falls and is suddenly recovered.

#### **Lesson Reflection and Next Teaching Steps**

1. Were the students able to execute the “down up” motion of the weight shifts in the combination such that they were rhythmically successful?
2. Students will be given time to create their own way of adding on to the last shape of the center work combination.

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