

Using Creative Movement and Imagery to Learn Body and Space in 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. The students will learn and practice the elements of body and space in dance by using creative movement and imagery.

Grade

Grade: Kindergarten

Class

Unit 1, Part 1, Lesson 2, 45 minutes

State Dance and/or Physical Education (dance) Standards

Texas Elementary Curriculum and Development for Dance

Texas Essential Knowledge and Skills (TEKS)

K.1.1 Demonstrate kinesthetic awareness of the body while exploring dance concepts and movements through a multisensory integration of the dance elements, emphasizing body parts, and space.

K.2.1 Demonstrate dance terms and vocabularies (body parts, locomotor, and axial movements) by moving and speaking dance languages.

K.2.a.1 Explore dance elements to express feelings and images and create a short dance pattern with a beginning, middle, and end.

K.4.2 Demonstrate relationships between dance and other subjects (patterns, letter sounds, rhyming words, shapes, and life sciences).

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 K-2

Performance Indicators:

Student will

Recall and demonstrate body awareness through application of selected elements of dance individually and/or in small groups.

Determine awareness of personal space and general space while moving in different directions and levels.

Explore levels, shapes, and varied pathways using basic locomotor and non-locomotor movement.

Exhibit ability to move precisely to a beat and changes in tempo.

Strand 3 Creative and artistic communication in dance

Standard 3.1 Creativity and critical thinking in dance K-2

Performance Indicators:

Student will

Relate moving and nonmoving shapes to specific ideas.

Illustrate meanings or emotions through movement exploration.

Exhibit movement ideas based on observation, memory, and imagination of a story.

Experiment with movement sequences to communicate a theme.

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

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

Cognitive: Student will show an understanding of the different types of breezes, winds, and gales that are present in the world, and how their body can mimic these winds.

Affective or Social and Emotional Learning: Student will move around the dance room responsibly and with respect for others.

Rubric	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 movements, and pathways safely and with expression, is able to spontaneously create and perform clear ideas on all the types of air movement in the world and accurately demonstrate these ideas.	Student understands personal and group space, easily performs different movements and pathways with purpose, is able to create and perform ideas on most of the types of air movement in the world and successfully demonstrate these ideas.	Student understands personal space but does not always respect group space, is able to create ideas for some types of air movement in the world but is not always able to clearly perform these ideas.	Student does not understand personal space or group space, performs the same idea for the same air movement over and over again and is not capable of expanding to other ideas.

Materials, Resources, Space Requirements, 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, Nature recordings of air and wind in different environments, Nature recordings of storms

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

Elements of Body – body parts and shape

Non locomotor movements – stationary

Locomotor movements – traveling

Self-space – Where I dance

General space – Where we all dance

Move and freeze – I stop to make a shape or dance in the general space

Creative dance – I make up the movements with my own ideas

Ideas – Things that I think of

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** (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.

Mini Lesson (I Do): Today you will be showing creative dance! When I am being creative, I think of different ways I can move my arms and my legs, and how my body can do different things when I am moving around the room. (Teacher physically demonstrates different ways of moving arms and legs and how he/she can move across a designated space.)

Sometimes we can pretend to be something or someone and create ways to move that show that thing or person. Today we are going to move like the wind. Is all wind the same? (Teacher listens for answer.) Who can tell me what different kinds of wind we have? (Teacher entertains answers: puffs, breezes, cold wind, hot wind, constant wind, gales, hurricanes, tornados). If we

are going to dance like the wind, will it look the same? (Teacher listens for answer.) Why not? (Teacher entertains various answers.)

Mini-Lesson (We Do): Teacher demonstrates two types of wind, such as breeze and gale. Teacher asks for demonstrations of different kinds of wind, allowing students to show the class as many as possible.

Mini-Lesson (You Do): Now you are going to show types of wind that I call out in your personal space. Remember, these are your own ideas of how your body can move like the wind. (Teacher uses drum or music.) Teacher determines the time and method for students to begin moving around the room. Teacher can call out the different types of wind or use the drum or music to provide inspiration. Teacher visually observes and assesses the students.

Introduction/Warmup (time)

Management: (10 minutes) Students are in their assigned places.

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)

Management: (7 minutes) Creating movements for different winds in personal space.

New Material (time)

Management: (13 minutes) Traveling through the room responding to the drum or music and creating wind movements through space

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

Management: (5 minutes) While cooling down ask students what was their favorite type of wind to dance.

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

Closure (time)

Management: Clapping for a great class.

Assessment (time)

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 be put together in groups of like wind preferences and create a short movement sequence that combines all of their movement ideas.

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)

What do the different types of winds sound like? Do you remember a story that had wind in it? Can you name some places in the world that have hot breeze, tornados, monsoons?

Lesson Reflection and Next Teaching Steps

Can have a follow-up lesson on making shapes of things and have them moved by the different winds, such as tumble weeds, sand, trees, etc.

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