

ARTS IMPACT LESSON PLAN

Dance Lesson

Dancing Buildings

Authors: Tracy Whitley and Turner Cagle with Joanne Petroff Grade Level: Pre-kindergarten

Enduring Understanding

Body shapes can represent architectural forms.

Lesson Description (Use for family communication and displaying student art)

Students make shapes with their bodies to represent five different building structures (like igloo or skyscraper). They learn how to travel through the room dancing a conga line. They create a dance in a pattern by alternating dancing the conga line with making shapes of buildings.

Learning Targets and Assessment Criteria

Target: Thinks critically.

Criteria: Makes shapes that represent the forms and lines in building structures.

Target: Demonstrates different shapes in diverse types of structures.

Criteria: Uses body shape to represent the forms and lines in five specific types of buildings.

Target: Moves in a pattern.

Criteria: Alternates dancing in general space with making shapes.

Vocabulary	Materials	Learning Standards
Arts: General Space Self-space Shape	<p>Museum Artworks or Performance Seattle, WA Pacific Northwest Ballet</p> <p>Tacoma, WA Broadway Center for the Performing Arts</p> <p>Materials Images of five buildings; Class Assessment Worksheet</p> <p>Music: <i>Music for Creative Dance</i>, Volume III, by Eric Chappelle; "Five Senses" by Debbie Gilbert</p>	<p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1.1 Elements: Space, Place, Shape 1.2.1 Skills and Techniques: Locomotor Movements, Non-locomotor Movements 2.1.1 Creative Process 2.2.1 Performance Process 2.3.1 Responding Process 3.1.1 Communicates through the Arts</p> <p>Early Learning Guidelines, if applicable <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> http://www.del.wa.gov/development/guidelines/ (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): enjoy challenging self to try new and increasingly difficult activities. (Age 4-5) 6. Learning about my world: Arts: show creativity and imagination.</p>

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Do the BrainDance. Introduce the dance concepts of shape and self and general space.

Lesson Steps Outline

1. Lead students in the BrainDance warm-up.

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

 Criteria-based process assessment: Warms up with the BrainDance.

2. Display and discuss images of structures.

3. Ask students to use their Critical Thinking Skills to brainstorm ideas of how to use body shape to represent the lines and shapes of the five building structures.

 Criteria-based teacher checklist: Makes shapes that represent the forms and lines in building structures. Uses body shape to represent the forms and lines in five specific types of buildings.

4. Introduce a movement in general space. Teach conga line movement sequence.

 Criteria-based process assessment: Dances a conga line in general space.

5. Choose and practice the body shapes to represent five buildings.

 Criteria-based teacher checklist: Uses body shape to represent the forms and lines in five specific types of buildings.

6. Put the conga line section together with the five shapes. Perform the dance. Music: "Five Senses" by Debbie Gilbert or #6 "Fiesta" from *Music for Creative Dance, Volume III* by Eric Chappelle

 Criteria-based teacher assessment: Alternates dancing in general space with making shapes.

7. Lead a reflection about the dance.

Criteria-based reflection: Talks about pattern and shape in the dance.

LESSON STEPS

1. Lead students in the BrainDance warm-up. (BrainDance originally developed by Anne Green Gilbert, www.creativedance.org, reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: #20 "Potpourri" from *Music for Creative Dance, Volume III*, by Eric Chappelle, <http://www.aventurinemusic.com/>

Breath (Before the music begins.)

- *Your muscles and your brain need oxygen, so inhale through your nose and exhale through your mouth. Breathe deeply and slowly.*

Tactile (Begin the music.)

- *Wake up your hands. Quickly tap from the top of your head all the way to your toes.*

Core-Distal

- *Grow into a big shape. Shrink into a small shape.*

Head-Tail

- *Curl your spine forwards and backwards and forwards and backwards.*
- *Curve from side to side.*

Upper Half

- *The top half of your body dances, while the lower half is frozen.*

Lower Half

- *The lower half of your body dances, while the upper half is frozen.*

Body-Half Right, then Left

- *Your left side is frozen and only the right side dances.*
- *Now the right side is frozen and the left half dances.*

Cross-Lateral

- *Reach across your body with one hand and then the other. Use high and low levels.*

Eye Tracking

- *Keep your eyes on your right hand. Move it from one side to the other and up and down.*
- *Watch your left hand as you smoothly move it from side to side and up and down.*

Spin/Vestibular

- *Glue your arms to your sides. Turn. Freeze in a shape. Turn the other direction. Freeze in a shape.*

Breath

- *Breathe quietly.*
- *What shapes did you make in the BrainDance?*

Criteria-based process assessment: Warms up with the BrainDance.

2. Display and discuss images of structures.

▣ Find images of five different structures (e.g. igloo, skyscraper, house, museum, store).

- *What shapes do you see in the structures? What lines do you see in the structures?*
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3. Ask students to use their Critical Thinking Skills to brainstorm ideas of how to use body shape to represent the lines and shapes of the five building structures.

- *What lines and shapes do you see in the igloo?*
- *We are going to use Critical Thinking! Will you repeat those words with me? CRI-TI-CAL THINK-ING. Let's tap the words into our shoulders while we say them again. CRI-TI-CAL THINK-ING. Now let's tap while crisscrossing. Tap your right ear with your left hand and tap your left ear with your right hand. CRI-TI-CAL THINK-ING.*
- *Let's use critical thinking to decide how to create our shapes. How should we use our bodies to make the shape of an igloo?*

▣ Repeat with the other structures.

Criteria-based teacher checklist: Makes shapes that represent the forms and lines in building structures. Uses body shape to represent the forms and lines in five specific types of buildings.

4. Introduce a movement in general space. Teach conga line movement sequence.

- *Let's do a conga line. We'll travel and dance in general space in a line. Step, step, step, freeze. Do a dog paddle with your arms as you step and dance with happy feet. Then freeze.*

Criteria-based process assessment: Dances a conga line in general space.

5. Choose and practice the body shapes to represent five buildings.

- *We'll begin with our conga line and then freeze.*
- *When we freeze, I'll call out a building, like an igloo. Make your own personal interpretation of the shape of the building. Then, I'll choose one person's idea and ask everyone to copy that shape. We'll choose a shape for each of the five buildings.*

Criteria-based teacher checklist: Uses body shape to represent the forms and lines in five specific types of buildings.

6. Put the conga line section together with the five shapes. Perform the dance.

Music: "Five Senses" by Debbie Gilbert or #6 "Fiesta" from *Music for Creative Dance, Volume III* by Eric Chappelle

- *Here's the pattern for our dance: We do the conga line for 16 counts and then freeze. The first time we freeze, we'll make the shape of the igloo.*
- *The second time we freeze, we'll make the shape of the igloo and then a skyscraper shape.*

- *We'll add a shape every time until we have all five structures.*

Criteria-based teacher assessment: Alternates dancing in general space with making shapes.

7. Lead a reflection about the dance.

- *What was the pattern in our dance?*
- *How were our shapes the same? How were they different?*
- *How did our shapes show which building we were making?*

Criteria-based reflection: Talks about pattern and shape in the dance.

ARTS IMPACT LESSON PLAN Arts Foundations Dance Lesson

Pre-kindergarten: *Dancing Buildings*

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE	DANCE					DANCE	Total 7
Concept	Critical Thinking	Shape					Pattern	
Criteria	Makes shapes that represent the forms and lines in building structures.	Uses body shape to represent the forms and lines in five specific types of buildings.					Alternates dancing in general space with making shapes.	
Student Name		1	2	3	4	5		
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30.								
Total								
Percentage								

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

How could I connect the concepts in this lesson with other disciplines?

Teacher: _____

Date: _____

ARTS LESSON: *Dancing Buildings*

Dear Family:

Today your child participated in a **Dance** lesson. We talked about dance and architecture.

- We warmed up with the BrainDance.
- We used our bodies to make the shapes of five different types of buildings.
- We learned how to dance around the room in a conga line.
- We alternated dancing the conga line and freezing in building shapes to dance with a move and freeze pattern.

At home, you could look at the shapes of buildings in your neighborhood. Ask your child to show you how to use your body to show the shape of your home.

Enduring Understanding

Body shapes can represent architectural forms.