### Danielle Evans and Kelly Leist

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### Title of Lesson: “Dancing the Seasons”

**Arts Discipline:**  Dance

**Short Overview of the Lesson:**

Students will learn the element of “space” and be able to perform movement phrases. They will take those skills learned to create, memorize and perform an original dance sequence with a small group.

 **Arts Vocabulary:**

“Movement Elements”: Space-place, size, level, direction, etc.

 “Choreography”

**Specific Standard(s) this lesson addresses:**

Component Strand: 2.0 Creative Expression

Standard Grade Level: Grade Three

Standard: 2.8- Create, memorize and perform original movement sequences with a partner or a small group.

 **Skills and Knowledge:** What will students know and be able to do and a result of participating in this lesson? (These should directly relate to the art standard you have chosen).

***Previously Developed Skills and Knowledge:*** (What students learned in a previous lesson that will be utilized in this lesson):

|  |  |
| --- | --- |
| **New Knowledge (what students will know)** | **New Skills (what students will be able to do)** |
|  |  |
| The element of movement “space”-place, size, level, direction etc.What a movement phrase isWhat choreography means | Perform movement phrases soloChoreograph movement sequencesPerform movement phrases in a small groupCreate a movement sequence within a small group. (Collaboration.) |

**Instructional Materials Needed:**

Blank white paper, crayons, markers, CD player and music: The Byrds’ “Turn! Turn! Turn!”

**Teaching Procedures/Lesson Structure:**

1. **Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught):

 Introduce the “seasons” spring, summer, fall, winter, and the “elements of movement”, specifically “space”, through the use of random walking, e.g., “walk really high, walk BIG now…”

1. **Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor):

 Model the concepts of “space” asking students to join in. Ask them to explore the concepts on their own and create a short movement phrase with a partner.

1. **Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art):

 Place children into groups of 3 or 4 and ask them to come up with a consensus on what their favorite season is, e.g., summer, winter, etc. After they have agreed on a season, they are to collaboratively create a picture depicting that season using three visual art elements: line, shape, and color. (It should include some of the reasons why it is their favorite.) \*We will recall basic visual arts elements of line, shape, and color with pictures depicting the element.

 Once their picture is complete, they are to pick three aspects of their picture and create a movement sequence depicting the three aspects; each aspect (or movement phrase) should include at least three elements of “space”. (Entire sequence should be no longer than three minutes.) Make sure they include a starting and ending “shape” or pose.

1. **Performing/Displaying the Work of Art** (opportunities for students to perform/display their creations with feedback. This is always informal (no outside audience) as students develop skills:

 -Practice performing sequence twice with no music.

 -Practice performing twice with music.

 -Perform in front of audience. (In same spot practicing took place.)

 -Join together groups and have them perform their sequences together.

1. **Observation/Feedback** (making observations about one’s own work and the work of others). ***Provide 5 questions that you could use to ask students about their own work and the work of others.***
	1. What title would you give your movement sequence?
	2. Is there one group performance that stood out the most? Why?
	3. Where did you see the element of “big”?
	4. What element of “space” was used the most in other student’s work? The least?
	5. If you could choose your own music for your sequence, what would it be and why?

**Evaluation & Assessment:** How will you know if the student has acquired the skills and knowledge you were aiming for? What assessment/evaluation tools might you use? How will you check for understanding during the lesson?

Teacher observation.

Rubric (were three elements shown in each movement phrase?)

(Ask them to perform for parents, so parents can observe as well.)