### Leslie Sloan

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### Title of Lesson: Just Dance

**Arts Discipline:**  Dance

**Short Overview of the Lesson:**  Expressing movement to music, pictures, books (To &Fro Fast & Slow by Durga Bernhard), and props.

**Arts Vocabulary:**, General space, self-space, freeze, props, hop, slide, stretch, and shake, improvisation.

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

Component Strand: Creative Expression

Standard Grade Level: First grade

Standard: 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabric, props

Component Strand:

Standard Grade Level**:**

Standard:

**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)** |
|  |  |
| General space and self-space.  High and low movement.  Forward and backward movements.  Fast, slow, and freeze speeds.  Hop, slide, stretch, and shake movements.  Improvisation. | Create movement within a general space while maintaining their self-space.  Create high and low movement to a picture.  Create forward and backward, fast and slow movement to a story.  Create hop, slide, stretch, and shake movement to props.  Improvising a series of movements to music. |

**Instructional Materials Needed:** Music, CD-Player, books, pictures, and props.

**Teaching Procedures/Lesson Structure:**

1. **Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught): Introduce movement in general space and self-space demonstrating an imaginary ring around the body as self-space and walking around the room to show general space. Self-space, general space, high/low levels, and forward/backward movement fall under the concept of space. Fast, slow, and freeze are speeds under the concept of time. Locomotor movements include hop, slide, stretch and shake and are all concepts of movement. Introduce and model the concept of freezing. Introduce and model how to hop, slide, stretch and shake.
2. **Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor): Practice all of the movements of hop, slide, stretch, and shake without stimuli.
3. **Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art):

Dance #1: Students will practice using high and low movement with their bodies to express what they see in a variety of pictures. Dance #2: Practice forward, backward, fast and slow movement to a story. Dance #3: Practice hop, slide, stretch, and shake movements to a variety of props. Dance #4: Do an improvisational dance to music using any of the movements practiced.

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: Students will be put into three groups of seven or eight. Each group will perform an improvised dance phrase to music while the other two groups are the audience.
2. **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. Which of the dance phrases used all three speeds of movement?"

2. Which of the dance phrases used the locomotor movements of hop, slide, and stretch?

3. Which dance phrases used both directions of forward and backward and high and low

levels?

4. Were any movements combined and used together? If so, which ones?

5. How did you feel when you were moving to the music?

**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?

Through teacher observation, students will be assessed on how use space, and a variety of movement during the improvising to music portion of the lesson.

Students will also be assessed based on the following rubric:

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| Creating movement to a music, books, pictures, and props | Student struggled to create a variety of movements to a range of stimuli | Student showed a basic understanding in creating a variety of movements to a range of stimuli | Student was able to create multiple movements to all the stimuli provided |