### Izveth Leon and Hyo Youn Kim

### Title of Lesson: Learning to move

**Arts Discipline:**  Dance

**Short Overview of the Lesson:**

Students will learn the elements of movement through dance and be capable of using basic locomotor skills and combine them with pathways, axial movements, and be able to put them together for performances.

**Arts Vocabulary:**

Axial movement- stretch, slide, walk and turn.

Locomotor skills- walk, run, skip, and jump

Specific pathways- skip in circles, slide/walk in zigzags, run in a variety of linear paths

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

Component Strand: Artistic Perception

Standard Grade Level: 3rd

Standard: 1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).

**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):

Students are expected to know the basic locomotor skill terms. They are also expected to know how to control their body parts to not injure anyone.

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| **New Knowledge (what students will know)** | **New Skills (what students will be able to do)** |
|  |  |
| * Use basic locomotor skills   + Run, walk, jump, slide, skip * Use axial movement   + Walk and turn   + stretch and slide * Use specific pathways   + Skip in circles   + Slide in zigzags   + Run in linear paths * Perform all three | * Students will be able to use locomotor skills to dance, move. * Students will be able to use axial movements in dance, movement. * Students will be able to use specific pathways in dance, movement. * Students will be able to do a combination of all 3 aspects and do a performance. Recognize the different movements. |

**Instructional Materials Needed:** Moderate area of space, vocabulary worksheet with examples, music

**Teaching Procedures/Lesson Structure:**

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

Introduce the topic as movement. Establish rules (no hitting, running into each other, or taking each other’s space). Breathing exercises to warm the body up for a new activity. Begin by random walking, walk around the space; let them get to know the area to get them warmed up.

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

Moving from walking, introduce locomotor movement like running (not so fast), jumping in one stop and from one spot to another, moving in a zigzag line, walking and turning, moving in circles, and walking fast in linear pathways and non-locomotor movement like slide, stretching, wiggle, melt. This way they are learning the concepts without having a paper in front of them to follow directions from. The teacher can also work with the students and do the movements with them.

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

Now have them try their favorite movement. Once they are comfortable by themselves, partner them up and have them try their favorite ones together. Play some music in the background to create a mood and slowly guiding them into performing.

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:

Since they have been practicing with partners, they can now feel more comfortable in performing with someone else. Have them choose one favorite locomotor skill, 1 axial movement, and 1 specific pathway and combine the 3 into a performance. Try to have 4-5 groups, have 2 groups perform while the other two watch, then one group stays standing and a new group performs, and so on until all the groups have performed more than once, so the new groups don’t feel awkward.

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.***

O-What terms did you see being performed?

Which vocabulary that we have learned in movement was used in this dance?

R-How did the performance make you feel?

Which group showed the most feeling?

I-What story would you tell to go along with the dance?

Make a story, what do you think the group is trying to say?

D-If you were to be in this performance what would you add and why?

What would you do change? Why wouldn’t you?

**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?

There are many ways a student can demonstrate the understanding and ability to combine and perform locomotor, specific pathway, and axial movements in dance. By having them choose 1 favorite thing from each category you are seeing that they understand the concept, and when you ask them to critique and analyze the pieces of their classmates it will assure you if they have truly understood the concepts. Through observation, students will be assessed on how they use the elements of movement. You can ask them what terms did they see being used? Another way to test them to see if they have acquired the skills and knowledge is to give a written test. Ask questions of movement, like if you are walking and you turn what movement is that? The introduction of movement can also be a starting point to a big performance for their parents. This way they get to perform for their parents and show them the things they have learned. Visual learners can draw out the steps that they want to do. Kinesthetic learners get to physically do the movement. Logical learners take the time to coordinate everything to go smoothly.