

Grade 1 Dance Lesson #7

Sequence Creating Movement Sequences

Lesson-at-a-Glance

Warm Up

Ask students to come up with action words to show movement in personal (axial) and general space (locomotor).

Modeling

Choose three or four action cards from any of the two lists of words, and arrange in a sequence. Model and lead the class in the exploration of these movements in sequence. Rearrange the sequence and model.

Guided Practice

In small groups have the group select three or four action word cards. Create a three or four-part movement sequence. Each group will perform while the audience watches and identifies the action.

Debrief

Administer the performance rubric for group work and distribute worksheet for students to document. Identify, compare and contrast what was seen in each of the sequences using dance vocabulary. Try changing the level, energy and speed of one of the dances and discuss what happened to the dance.

Extension

Write sentences using the verbs selected for the dance sequence. Create a story about the dance sequence the group created. Choose a variety of stories and identify words that denote action. Talk about and/or create movement. Retell the story through movement only.

Materials

Action Word Cards
Performance Rubric
Student Worksheet
CD's and CD Player

Assessment

Discussion, Performance, Q&A, Performance Rubric, Worksheet

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. Decoding and Word recognition for reading the action words.

Reading Comprehension 2.1 Identify text that uses sequence or other logical order.

Writing Strategies: 1.2 Use descriptive words when writing.

DANCE – GRADE 1 SEQUENCE

Creating Movement Sequences

Lesson 7

(Done in conjunction with lesson 8)

CONTENT STANDARDS

2.8 Work with others to solve a specific dance problem.

4.1 Use dance vocabulary to identify and describe a dance observed or performed.

TOPICAL QUESTIONS

- How do create movement from verbs?
- How can I sequence verbs to create a dance?

OBJECTIVES & STUDENT OUTCOMES

- Students will problem solve, create, memorize and perform simple movement sequences with peers using verbs as inspiration.
- Students will identify and describe what they see (levels, shape, speed, and use of the body) in the dances of their peers.

ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
 - Performance Rubric (included)
 - Student Worksheet (included)
 - Performance
 - Student response to inquiry
- **Feedback for Student**
 - Teacher feedback
 - Peer feedback
 - Performance Rubric
 - Student Worksheet

WORDS TO KNOW

- **sequence** - a series or chain of progression in a specified order,

MATERIALS

- Action Word Cards (included at the end of the lesson)
- Chart paper and pens or writing board and markers
- CD Player
- CD's:
 - "Aerobics A-Z"
 - "All in One"
 - "A Tale of Two Villages"

RESOURCES

- *Music and Movement for the Classroom Gr. 1 & 2*, by Steven Traugh; "Aerobics A-Z"
- Music for Creative Dance by Eric Chappelle

WARM UP (*Engage students, access prior learning, review, hook or activity to focus the*

student for learning)

- Ask students to come up with action words to show movement in general space (e.g., dash or dart: locomotor movement) and personal space (e.g., bend or flick: axial movement).
- Generate 2 lists of words, one for locomotor, one for axial. Ask students to make a clear distinction between the two lists.
- Beef up the list with more action words or your own or use the words attached to the end of this lesson.
- Lead students in each of the movements on the two lists making sure there is a clear distinction between locomotor (moving around the room) and axial (in place) movement.

MODELING (*Presentation of new material, demonstration of the process, direct instruction*)

Preparation: Use the word cards for suggested locomotor and axial movement included at the end of this lesson. Students will use these to create simple three part movement sequences.

- Choose three action cards, from any of the two lists of words, in any combination. (e.g., run {locomotor}, tilt and slither ({axial}))
- Place each card on a visible surface (e.g., Velcro, sentence strip, pocket chart, etc).
- Model and lead the class in the exploration of these three movements in sequence. Each movement card should be eight (8) counts in length.
- Ask for a volunteer to take those same three movements and arrange them in a different sequence.
- Ask for a few volunteers to perform this new sequence.
- Choose two locomotor and two axial cards and put them into a sequence. Alternate between locomotor and axial movements.
- Select a few more volunteers and perform the sequence.
- Use verbal prompts to remind students what movement comes next.
- Repeat the sequence three times.

GUIDED PRACTICE (*Application of knowledge, problem solving, corrective feedback*)

- Arrange class in small groups.
- Have each group select three or four action word cards (or teacher may force choice).
- Follow the same steps as above by creating a three or four-part movement sequence.
 - Arrange words into a sequence
 - Create 8 counts of movement for each word
 - Rehearse the sequence three times
- Each group will perform while those in the audience observe, identify and describe the movement they saw bring performed.

Option:

- Add a new dimension to the sequences above by changing the level, tempo or energy or one or more of the words.
- Ask the following questions:
 - "How does modifying the speed, level or energy change the movement?"
 - "Would you have to change the sequence of the movement to make the movement flow better? How would you change it?" (e.g., rearrange the order; choose a different movement, etc.)

DEBRIEF AND EVALUATE (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

- Use the performance rubric for group work.
- Distribute worksheet for students to document their dance.
- Using the words generated from the two lists in lesson 7, identify what was seen in each of the sequences. Encourage students to use dance vocabulary within the elements of time, space and energy.
- Select one of the groups and change the speed, energy, or pathway (direction) of the

sequence. Compare and contrast the first sequence from the second.

- Ask the following questions:
 - “What was different about the sequence? How could you tell?”
 - “How did the sequence change? What was the evidence?”
 - “How did the dancers movements change?”
 - “Did the feeling of the sequence change?”
 - “Were dancers in or out of control?”
- “What would happen to the meaning of the dance if we changed the order of the sequence?” (Relate this to sentence structure and storyboarding).

EXTENSION (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Literacy connections:
 1. Write sentences using the verbs selected for the dance sequence. Include punctuation marks period, exclamation and question mark for **lesson #8**.
 2. Create a story about the dance sequence the group created.
 3. Choose a variety of stories and identify words that denote action. Talk about and/or create movement. Retell the story through movement only.
- Ask students to think of reasons why structure and process are important. Relate this to reading, writing, order of the students' day (waking up, getting ready, go to school, lunch, go home, dinner, go to bed, etc), and the schedule of the school day.
 - Ask the following questions:
 1. “What do we know about structure and order?”
 2. “Why is structure necessary?”
 3. “What happens when things get out of order?”
- Perform each of the movements in the dance sequence with a different feeling.

ACTION WORD CARDS - Locomotor

crawl

leap

hop

jump

walk

slither

run

gallop

skip

creep

slide

scoot

dart

dash

tiptoe

march

ACTION WORD CARDS - Axial

roll

turn

twist

jump

bend

stretch

curl

tilt

scoop

open

close

curve

zigzag

sway

reach

swing

flick

pound

stomp

spin

float

soar

glide

bounce

push

pull

melt

dodge

kick

poke

lunge

slash

press

wring

shake

burst

wiggle

rise

sink

fall

Student Worksheet – Creating a Dance Sequence

Names of people in my group:

What were the FOUR action words for your group? Write them below.

In what SEQUENCE did you place them?

1.

2.

3.

4.

Did you make any changes? What were they?