

Kinder Dance Lesson #5

Moving and Exploring The Element of Time

Lesson-at-a-Glance

Warm Up

Warm up the body by wiggling the hands, arms and body quickly. Finish by slowing down and stretching and melting slowly to the floor.

Modeling

Introduce the concept of **time** using *fast and slow* tempos. Listen to a musical selection and identify the fast and slow sections. Prompt the students to move the body at different sizes and levels, using axial and locomotor movements while maintaining appropriate tempo.

Guided Practice

Using a simple walk, change the speed. Starting adding other changes (direction, level, size, freezing and making a shape, then resume the walk). Use musical accompaniment.

Debrief

Review vocabulary: time: fast, slow and freeze. Discuss how the students feel when moving fast and slow.

Extension

Read and dance "Kids in Toyland" by Pamela Gerke. Discuss words that also mean *fast* (brisk, quick, sudden, rapid, swift, hasty, nimble) and words that also mean *slow* (sluggish, deliberate, gradual, creeping, leisurely).

Ask students to think about activities they do at home and at school. (chores, playing, etc.). What kind of speed and energy do you use when doing those things? Why? When is moving fast and slow appropriate? When is it not?

Materials

CD Player and Music
Checklist

Assessment

Discussion, Performance, Q&A, Checklist

ELA Standards Addressed

Vocabulary and Concept Development: 1.17 Describe common objects and events in both general and specific language.
Reading Comprehension: 2.4 Retell familiar stories.; Connect to life experiences the information and events in texts.

DANCE – KINDERGARTEN MOVING AND EXPLORING

The Element of Time Lesson 5

CONTENT STANDARDS

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.3 Understand and respond to a wide range of opposites.

TOPICAL QUESTIONS

- What is *time* and how do I use the element of time in my dancing?

OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate movement varying in time: fast, slow and freeze

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

- **Feedback for Teacher**
 - Assessment Check (included)
 - Student response to inquiry
 - Student performance
- **Feedback for Student**
 - Teacher response

WORDS TO KNOW

- **time:** An element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.
- **tempo:** the speed or rate of something,

MATERIALS

- CD/music player
- CD's
 - "Slow and Fast"
 - "Up and At 'Em"
 - "Fiesta"
 - "Breathe"
 - "Western East"

RESOURCES

- *Music and Movement in the Classroom PreK-K*, by Greg Scelsa: "Across the Bridge"
- *Rhythms on Parade* by Hap Palmer "Slow and Fast", "Mice Go Marching"
- *Music for Creative Dance Discs #1, 3 and 4* by Eric Chappelle; "Up & At 'Em", "Fiesta", "Breathe", "Western East"
- *Movement Stories for Children Ages 3-6*, H. Landalf and P. Gerke, Smith and Krause, 1996

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

- Warm up the body with some very brisk movement: shaking and wiggling hands, feet, head, shoulders, jump up and down, run in place.

- End the warm up with slow stretch and reach.
 - Start in standing position.
 - Reach up, side to side, in front, behind, etc.
 - End with reaching down to the floor into a sitting position.
 - Stretch out on the floor.
- From the list of questions below, select a few to ask students and chart answers:
 - “How did you feel moving briskly?” (happy, warm, excited, etc.).
 - “How did you feel while stretching slowly?” (sleepy, bored, relaxed, calm)
 - “Which was more fun, moving briskly or stretching slowly? Why?”
 - “When is it appropriate to move fast?”
 - “When is it appropriate to move slow?”
 - “What happens when we move too fast or too slow?” (Have students think of safety and balance).

Music: “Up & At ‘Em” or any music where students can move both slow and fast.

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

- Introduce the concept of **time** using *fast and slow* tempos.
- Have students listen to the song “Slow and Fast”.
- Each time the music changes, ask students to identify when it is fast and when it is slow.
- Ask students to move the body in different shapes and levels, in both personal (self) and general space according to the musical prompts. Examples:
 - Move just the hands or arms
 - Move your shoulders or backside at a low level.
 - Make a low shape and wiggle briskly one or two body parts.
 - Make a low shape and slowly move to a high shape.
- Ask the following questions:
 - “Which did you like better? Moving fast or slow? Why?”
 - “Is it more difficult to move fast or slow and why?”
 - “How did you know when to move fast or slow?”
 - “What were you thinking when you moved fast and slow?”
 - “When in your day do you move fast or slow?” (Getting dressed for school, going to lunch, going to bed, etc.)

Music: “Slow and Fast”

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

- Ask the students to use walking movement only.
- Prompt students to vary the speed (fast and slow) of the walk (use a drum, clap your hands or tape a desk as you speed up or slow down the tempo).
- Continue to use “freeze” as part of practicing the element of *time*.
- Variations:
 - Stylize the walk: tiptoe, march, stroll, drag both at a slow and fast tempo
 - Add arm and hand movements to the stylized walk
 - Add facial expressions
 - Walk in a line (follow-the-leader fashion), or in a circle
 - Add change in direction, level or size of the body (large and small shapes) when walking
 - Walk while connected with a partner
 - Combine the above to create unique movement prompts.

Music: “Western East”, “Fiesta”, “Breathe” or repeat “Fast and Slow”

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

- User the rubric to assess student understanding of fast, slow and freeze.
- Ask the following questions:
- “Which did you like best, moving fast or slow and why?”
- “What was most challenging as you changed the speed and the level or your walk?”
- “How did your body feel as you changed the speed of your movement from slow to fast and fast to slow?” Response: When I move ____ I feel _____. (e.g., “When I move fast, I feel happy” or “When I move slow I feel tired”).
- Extension questions:
 - “What happens to your body and face when you feel happy, sad, angry, excited, sick, tired?”
 - Students understand that energy plays a role in how the body feels, (e.g., heavy and light).

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 connection:
 - Read and dance “Kids in Toyland” by Pamela Gerke
 - Discuss words that also mean *fast* (brisk, quick, sudden, rapid, swift, hasty, nimble)
 - Discuss words that also mean *slow* (sluggish, deliberate, gradual, creeping, leisurely)
- Ask students to identify how quickly or slowly others move on the playground. (I saw a girl hanging on the bar swinging slowly; I saw boys running fast, etc.).
- Ask students to think about activities they do at home (chores, playing, etc.). What kind of speed and energy do you use when doing those things? Why? Are you bored, in a hurry, etc.?

