

Grade 2 Dance Lesson #1

Pathway Creating a Pathway Dance with My Initials

Lesson-at-a-Glance

Warm Up

Distribute paper and draw large initials for first and last name in *upper case letters*.

Modeling

Discuss *pathway*. Draw your initials in the air and create pathways for your initials on the floor and have students mimic. Identify the types of lines and movement used in personal and general space.

Guided Practice

Have students explore pathways in the air and on the floor in personal and general space with their own initials. Create a three-part pathway dance with peers.

Debrief

Discuss the criteria and rubric for the “Pathway Dance” performance. After performances, discuss pathway and how certain types of lines beg for certain energies (zizzag=sharp, curves=smooth).

Extension

Have students create a three-part dance using all of their initials. Discuss how the choreographer and the author use the same format (beginning, middle, and end, opening and closing remarks, conclusion, etc.).

Materials

Pathway Dance Criteria and Rubric
CD Player and Music
Student Worksheet
Video Camera

Assessment

Discussion, Performance, Q&A, Student Worksheet, Criteria and Rubric

ELA Standards Addressed

Word Analysis: 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

Writing Strategies: 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Listening and Speaking: 1.4 Give and follow three- and four-step oral instructions, 1.9 Report on a topic with supportive facts and details.

DANCE – GRADE 2 PATHWAY

Creating a Pathway Dance with My Initials Lesson 3

It is recommended that the Grade 2 Pre-lesson be as a review before starting this lesson.

CONTENT STANDARDS

- 2.3 Create a simple sequence of movement with a beginning, middle and an end, incorporating level and directional changes.
- 4.1 Use Basic vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).

TOPICAL QUESTIONS

- What is pathway and how do I use my knowledge of space to create a pathway dance with peers?

OBJECTIVES & STUDENT OUTCOMES

- Students will interpret letters drawn on paper and transform them into axial and locomotor movement using direction and line.
- Students will work together in trios to create a pathway dance.

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

- **Feedback for Teacher**
 - Pathway Criteria and Rubric (included)
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Student Pathway Worksheet
 - Pathway Criteria and Rubric

WORDS TO KNOW

- **pathway:** an element of space that refers to the immediate spherical space surrounding the body in all directions. Pathway in dance is synonymous to line in visual art: a point that moves through space that can vary in width, length, curvature and direction. In dance, a body part of the entire body can move in a variety of pathways.

MATERIALS

- Paper and pencils
- Tape or Chalk
- Music – “Tempo Tantrum” or any instrumental music with tempo changes.
- Video Camera and monitor

RESOURCES

- *Music for Creative Dance* by Eric Chappelle

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

- Distribute paper and tell students to draw their first and last name initials largely in *upper*

case letters. On the other side of the papers draw lower case initials.

- Tell students that these letters will be used later in the lesson to learn about dancing in pathways.

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

- Review the word *pathway* - to travel in a particular line, using a single body part in personal space (e.g. making a circular path with an arm or head) or moving the entire body in general space (e.g., walking or running in a zigzag pathway).
- Using your own (teacher) initials, ask students to identify the kinds of lines they see (e.g., curved, straight, zigzag, combination).
- Ask students to write your initials in the air with their finger (this is axial movement).
?"
 - Encourage students to move their whole body as trace with their finger: bend, twist, reach high and low, and side to side while making the tracing in the air very large.
 - Guide students through the drawing of the initials using another body part: head, elbow, foot, etc.
 - Tell students that they are making pathways in the air with their body in personal space.
- Demonstrate how the body can move around the room creating a pathway on the floor while doing a particular locomotor movement (e.g. walking). Assign eight counts to this movement.
- Using a pre-made taped or chalked pathway of your initial(s), ask one or two students at a time to move their whole body along that pathway (like tracing the lines on the playground).
- Determine ahead of time where students will start and end as they create *pathways* for each letter.
- As students begin to create a pathway for your initials, call out locomotor movement prompts. (e.g., "I want you to skip highly, gallop quickly, walk while swaying, run slowly, etc.)
- Ask students "what kinds of lines are we using in this pathway?"
- Tell them what you see as you watch them moving in a particular pathway (e.g., square, triangle, zigzag, curved, circular, etc.).

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

- Using the initials students did in the warm-up part of this lesson (you choose whether to use the upper or lower case letters), ask students to create pathways for their initials with their hands and fingers using very large letters that stretch up to the ceiling and down to the ground. Assign eight (8) counts for this.
- Next, ask students to create a pathway for their initials with two other body parts of their choice (also eight counts).
 - Make changes in speed or level of the movement fast, slow, freeze, high, medium, low.
 - Change the quality and dynamics of the movement (e.g., strong, wiggly, lightly, sharply, flowing, choppy, etc.). (See Grade 1 lesson #7 for ideas).
- Select a few students who seem to have a clear grasp of the concept to demonstrate to the class.
- Have students in the audience call out what kind of lines in the pathways they see.
- Next, have students create a pathway for one of their initials on the floor using a particular locomotor movement you name.
 - Change the speed or level of the movement.
 - Change the quality and dynamics of the movement

Create a Dance

- Arrange students in trios (three students) and tell them they are going to create a pathway dance with a beginning, middle and end, with each person using one of his/her own initials.
- **Preparation:**
 - Each trio decides who will perform the first part, second part, and third part of the dance.
 - Allow students to select which initial they will dance (*first or last initial, upper or lower case letter*)

- Each dancer in the trio will create a starting shape that will be frozen until it is their turn to dance.
- As a group the trio will create an ending shape that all three will do *together* when the dance is complete.
- **Procedure:**
 - Person #1 begins the dance by creating a large pathway **in the air (personal space) with a body part** one of his/her initials using large letters (dancer #2 and #3 are still holding their opening shape). Eight counts.
 - Person #2 will create a pathway for one of his/her initials **on the floor using either a body part or the entire body**. Person #1 holds shape from the letter he/she just created while person #3 is still holding the opening shape. Eight counts.
 - Person #3 begins by creating a pathway for one of his/her initials using **a different body part, whole body and locomotor movement** than the previous two students. Persons #1 and #2 continue holding shapes from their previous movements. Eight counts.
 - Together, the trio performs a single, unifying shape to end the dance.
 - Students who are watching will respond with appropriate audience behavior.
 - What can be done to the dance to make it better? How could you revise it?
- Videotape performances.

Music: Any instrumental music from Eric Chappelle's collection.

Options:

1. Challenge the dancers either individually or as a group by changing the level, speed or energy (e.g., wiggly, shaky, floating, jerky, etc.) of their movement.
2. Have trios learn and perform each other's initials and perform as a group
3. Change each of the individual's movement to reflect a different speed, level or energy so that all three are performing the same dance but in a different way.

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

- Discuss the criteria and rubric for the "Pathway Dance" and use to assess student work.
- Ask the following questions:
 - "What is a pathway?"
 - "What do pathways consist of?"
 - "What are the different ways we can show pathways with our bodies?"
 - "What was challenging about changing the speed or energy of a pathway?"
 - "What is the difference between a curved and zigzag pathway?"
 - "Which of the two do you think would use smooth, flowing movement? Why?"
 - "What type of movement energy would represent zigzag?"
 - "What was challenging about working in trios to create a dance?"

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.*)

- Students create a three-part dance using all of their initials. Dances must have an opening and closing pose. Discuss how the choreographer and the author use the same format (beginning, middle, and end, opening and closing remarks, conclusion, etc.) and creative process (brainstorm, create, organize, revise and completed work).

Student Pathway Worksheet

Name: _____

People in my group:

1. _____

2. _____

3. _____

Which initials did we choose (writer upper or lower case letters below)

1.

2.

3.

Describe the movement for YOUR initial.

Levels:

Direction:

Axial Movement:

Locomotor Movement:

Speed:

Energy:

Group Performance Criteria and Rubric – Pathway

1. Three initials done in pathways
 - a. Dancer #1: One body part in the air in personal space
 - b. Dancer #2: Tracing initial on the floor in general space
 - c. Dancer #3: Different body part and locomotor movement in general space
2. Three *different* shapes (one per dancer)
3. One unified ending shape, the same for all dancers

Rubric: 4 Advanced: All three criteria met 3 Proficient: Two of the three criteria met
 2 Basic: Pathway criteria not clearly defined 1 Approaching: Dancer does not clearly meet the criteria

Group #	Initial 1 and shape	Initial 2 and shape	Initial 3 and shape	Unified Shape
	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:
	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:
	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:
	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:
	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:
	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score:	Y N Comments: Score: