

Grade 2 Dance Lesson #4

Spatial Relationships Making a Connection

Lesson-at-a-Glance

Warm Up

Discuss spatial relationships. Using a familiar object demonstrate relationships to that object

Modeling

Give each student an object and have him or her demonstrate spatial relationships.

Guided Practice

In pairs, create a three-part dance that begins and ends in stillness. Select an object and three spatial relationship words and create 8 beats of movement for each, using axial and locomotor movements, tempos and energies.

Debrief

As a group discuss the criteria and rubric for the Spatial Relationship Dance and student performances. Discuss spatial relationships and how they are important in our lives. What purpose do spatial relationships serve? What information do they give us about people?

Extension

Look for spatial relationship words in text, in writing and everyday activities. Notice relationship of characters in text or in pictures and create frozen relationship shapes. Create axial and locomotor movement that would further show the relationship.

Materials

Familiar objects: Scarves, chairs, ribbons or strips of fabric in various colors, hula hoops, balls (larger rubber balls, smaller balls), bean bags, ropes or clothesline (6-8' lengths)
Student Worksheet (included)
Performance Assessment (included)
CD Player
Video Camera

Assessment

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

ELA Standards Addressed

Word Analysis: 1.7 Recognize and explain common antonyms and synonyms

Reading Comprehension: Recognize cause-and-effect relationships in a text.

Writing Applications: 2.1 Write brief narratives based on experiences. b. Describe the setting, characters, objects, and events in detail.

DANCE – GRADE 2 SPATIAL RELATIONSHIPS

Making a Connection Lesson 6

CONTENT STANDARDS

1.4 Expand the ability to incorporate spatial concepts with movement problems.

TOPICAL QUESTIONS

- What are spatial relationships in dance and how can I demonstrate them in dance?

OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate knowledge of spatial concepts and relationships while moving over, under, on, etc. with objects and partners.

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

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

WORDS TO KNOW

- **spatial relationship:** relating to space or existing in space. Relationship exists between people and objects in relation to position and/or connection (e.g. on, off, under, through, side-by-side, etc.).

MATERIALS

- Familiar objects: Scarves, chairs, ribbons or strips of fabric in various colors, hula hoops, balls (larger rubber balls, smaller balls), bean bags, ropes or clothesline (6-8' lengths)
- Student Worksheet (included)
- Performance Assessment (included)
- CD Player
- Video Camera

Music: any upbeat instrumental music (no lyrics) in varying styles (jazz, classical, ethnic) and tempos, slow, fast moderate

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

- Discuss spatial relationships (e.g., off, on, above, below, near, far, beside, between, in, out, under, around and through).
- Using a familiar object (chair, table, scarf, ball, hula hoop, etc) select a volunteer to demonstrate relationships to an object.

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

- Give each student a scarf or object that they can use to demonstrate spatial relationships.
- As you call out a spatial relationship (off, on, above, below, near, far, beside, between, in, out, under, around and through) have students demonstrate with the object.
- Call out spatial relationship words and ask students to move with the object in that way. Encourage them to use different body parts, throw, catch, turn or spin while tossing, etc.
- **Note:** Spatial relationships do not have to be done in personal space. Allow students to create movement in general space (e.g. for “around” a student would travel around an object in a circle as opposed to circling an object with the arms).
- Ask for a few pairs of volunteers to demonstrate what they did with the object.

Music: Any instrumental music or selection from *Music for Creative Dance*

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

- Working in pairs, have students create a three-part dance that starts and ends in stillness (frozen shape).
- Distribute Student Worksheet and ask pairs to fill in the chart (this could also be done as a map in the Guided Practice Section).
- Ask students to choose an object of their choice (scarf, chair, etc.).
- In pairs, select two of the following spatial relationship words to explore with the object: ABOVE, BELOW, NEAR, FAR, BESIDE, BETWEEN, IN, OUT, UNDER, AROUND
- In pairs, choose one of the following spatial relationship words to explore with the object: MIRROR, SHADOW, MEET, PART, ALONE, TOGETHER, CONNECT, UNISON
- Each spatial relationship action must have both axial and locomotor movement and be eight (8) beats long. Allow students about 10 minutes to explore ideas with their partner.
- Rehearse at least three (3) times before performing for class.
- After each pair performs, ask the audience to identify the spatial and partner relationships used from the lists above.
- Videotape performance and use as a tool for discussion.
- Use Performance Assessment tool for student work.
 - “What did the dancers do to show the relationships between each other and the object?”
 - After each performance, ask students in the audience to identify and describe the spatial relationships between the object and partners.

Music: Any instrumental music or selection from *Music for Creative Dance*

- Have students show spatial relationship in groups.
 - Ask one student make a shape and freeze.
 - Call a student in to show a relationship with the frozen shape (e.g. over).
 - Call another student in to show relationship (e.g. under).
 - Do this until you have a large group shape.
- In groups of 5 or 6, ask students to create their own group shape by selecting four or five relationship words. And repeating the process.
- Perform for the class.
- **Option:** Some challenging ideas to try:
 - Ropes or clothesline: 6’ foot lengths, students working in pairs: twist and stretch it to show relationship
 - Scarves: Working in pairs, one partner tosses, the other catches using a different body part (head, chest, elbow, hand, foot) to show spatial relationship
 - Beanbags. Two students per bag. Balance the beanbag on your head, shoulder, wrist, back, knee, etc. Work with a partner and transfer the beanbag from one person to the other. Toss and catch on a particular body part.

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

- Distribute Student Worksheet and ask pairs to fill in the chart (this could also be done as a map in the Guided Practice Section).
- Review the spatial relationship words.
 - Discuss the following about performance:
 - “What was most challenging about working with an object?”
 - “What was challenging about working with a partner and an object?”
 - “What did you like best about dancing with an object?”
 - “What kinds of interesting things did you see in your classmate’s dances? Encourage students to identify, describe and use dance vocabulary; e.g. tempo, shape, pathways, patterns, locomotor and axial movement, etc.
- Discuss spatial relationships and how they are important in our lives. What purpose do spatial relationships serve? What information do they give us about people? How do spatial relationships between people give us clues to what they are thinking and feeling?

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.*)

- Look for spatial relationship words in text, in writing and everyday activities.
- Notice relationship of characters in text or in pictures and create frozen relationship shapes. Create axial and locomotor movement that would further show the relationship.
- Create a story for your dance and share with the class.

Performance Assessment – Spatial Relationship Dance

Criteria: Dance starts and ends in stillness, three *spatial relationship* words each eight beats in length, both an object, axial, and locomotor movements are used

4 Advanced: Dancers start and end the dance in stillness, selects three spatial relationship words and demonstrates them clearly for eight (8) beats each, uses the object, axial, and locomotor movements. Dancers performed without prompting or hesitation.

3 Proficient: Dancers start and end the dance in stillness, selects three spatial relationship words and demonstrates three of the four clearly showing appropriate number of beats and using the object, axial, and locomotor movement. Dancers showed some hesitation by either looking at their words or receiving a little prompting or coaching.

2 Basic: Dancers start and end the dance in stillness, selects three spatial relationship words and demonstrates 2 of them clearly. Beats may have varied from the required eight. Movement was mostly axial and object /partner work not well defined. Dancers needed moderate prompting or coaching (sequence, how to do the movement, etc.).

1 Approaching: Dancers start in stillness, selects three spatial relationship words but could not demonstrate them without frequent prompting and coaching.

Pair - Names	Performance			
	4	3	2	1
	Comments:			
	4	3	2	1
	Comments:			
	4	3	2	1
	Comments:			
	4	3	2	1
	Comments:			
	4	3	2	1
	Comments:			
	4	3	2	1
	Comments:			
	4	3	2	1
	Comments:			

Student Worksheet – Spatial Relationships

Name _____

Spatial Relationship	Tempos	Space	Energy	Axial Movement	Locomotor Movement
1.					
2.					
3.					
4.					