

# DANCE - KINDERGARTEN SPACE

## Moving Safely in Space Lesson 1

### CONTENT STANDARDS

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

### ESSENTIAL QUESTIONS

- What knowledge and terms do I need to know and how do I apply them to dance?
- How do I respond to dance and how does dance relate to me?
- How does dance help me relate to others?

### OBJECTIVES & STUDENT OUTCOMES

- Students will learn how to move safely within defined space alone and in personal and general space with others.
- Students will demonstrate understanding of their body. (e.g., joints, and how they move)
- Students will explore axial and locomotor movement.

### MATERIALS NEEDED

- Hula hoop or inner tube
- Squares or round pieces of fabric or cardboard (optional)
- CD player
- CD's
  - "Touch"
  - "Warmin' Up" #2
  - "Can't Sit Still"
  - "Isolations" (with voice cues)
  - "Let's Dance"
- Drum (optional, in lieu of music)

### Words to know:

- **personal space:** the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Refers to movement around the body axis or within a body bubble. Movement does not travel but is stationary.
- **general space:** the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement and involves all the space in a given area.
- **freeze:** to cease all movement for a period of time
- **axial movement:** movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. Also known as non-locomotor movement. Examples include stretching, bending, turning in place, gesturing.
- **locomotor movement:** movement progressing through space from one spot to another. Basic locomotor movements include walking, running, galloping, jumping, hopping, skipping, sliding, leaping.

## RESOURCES

- Manipulatives from the PE Department
- *Music and Movement in the Classroom PreK-K*; by Greg Scelsa; “Warmin’ Up #2” and “Can’t Sit Still”
- *Getting to Know Myself* by Hap Palmer; “Touch”
- *Perceptual Motor Rhythm Games* by Capone and Hallum; “Isolations” (with voice cues)
- *Learning Basic Skills Through Music* by Hap Palmer; “Let’s Dance”

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

- Using either a chart or your own body as a visual aid, ask students to identify the parts of their bodies that can move. (e.g., head, eyebrows, mouth, nose, shoulders, arms, elbows, wrists, hands, fingers, torso or ribs, hips, back backside, legs, knees, ankles, feet, toes.)
- Move the individual body parts to a song like the “Hokey Pokey”. Movements can be practiced at the student’s desk with optional music.
- Next, ask the students to identify where front, side and back are in relation to their body.

**Music:** “Touch”, “Can’t Sit Still”, and “Let’s Dance”

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

- Using an inner tube or hula-hoop, demonstrate to students what “personal space” is (You may also call this “self space”).
- Show that the hoop or tube keeps your body free from touching anything or anyone.
- Demonstrate this standing and sitting in one place, moving around the room while getting close to objects and children but not touching anything or anyone.
- Let students know that this body bubble covers the entire body, no matter how wide or high they can move or stretch, in both a standing and sitting position.
- Explain and adhere to this **safety rule**: if a student bumps into another student or object they must sit down until activity is over.
- **Note:** Teach personal space by having available, a set of hula-hoops, or squares or circles of fabric or cardboard in which the students can dance in or on to identify their personal “self” space.
- Have students demonstrate simple **AXIAL** movements in personal (self) space: (bend, stretch, reach, curl, twist, etc) without moving around the room or touching another person while sitting and standing in personal space.

**Music:** “Isolations”

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

### Teacher:

- Ask students to find a place in the room where they will not touch each other or another object.
- Follow the prompts in the music and/or add your own. For example when the musical prompt is “move your arms”, you may add “move the parts of your arm: fingers, wrists, elbows”.
- Stop the music periodically and have students **freeze**.
- Have students to find a new space somewhere else in the room and repeat moving and freezing.
- Ask students to walk up to another student (but don’t touch!) and practice axial movement with a partner.
- Resume music, move and freeze.
- For variety and a challenge, arrange students into a circle, a long line, in two lines, etc. (be creative) and repeat axial movement with music.

**Music:** “Warmin’ up #2”, “Isolations”, or any fun song that is long enough for sufficient practice and exploration.

**DEBRIEF & EVALUATE** (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place, did students meet outcomes?*)

- “What kind of space does a movement from a particular sport or chore use?”
- “Was it difficult to move with a partner? Why?”
- “What does personal (or self) space look like?”
- “How do we move in personal space?”
- “What does it mean to “freeze”?”
- “What does it look like to move safely in space?”

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

- Ask students to identify personal (self) space as they move from activity to activity during the school day.