

Grade 1 Dance Lesson #2

Element of Energy Qualities of Movement

Lesson-at-a-Glance

Warm Up

Review energy words from lessons #1 and perform them to instrumental music.

Modeling

Discuss the words *smooth, sharp, swing, shake, wiggle and bounce* and what types of objects would move with each type of movement quality. Play music and ask students to perform each of the action words. Change the speed and level to challenge students.

Guided Practice

Use listening and speaking skills by playing musical accompaniment and asking students to describe what the music sounds like and what kind of movement would be performed. Challenge students with improvisation by allowing them to move and change their quality of movement as the music changes.

Debrief

As a group, discuss the movement qualities explored. Make connections to feelings and emotions (e.g. when I move wiggly I feel silly). Use the *Quality of Movement Checklist and Rubric* to evaluate the accuracy of student movement which type of force/effort, movement quality, levels, speeds and shapes were used in each of the dances.

Extension

Draw lines, shapes and pictures. Identify sharp and smooth areas. Share with class or write in a journal. Learn patterns through creating a dynamic dance. Identify movement qualities for animals. Write a few short sentences using the words dances in class. In literature, look for movement quality words within text.

Materials

Movement Quality Checklist and Rubric
CD Player and Music

Assessment

Discussion, Performance, Q&A, Movement Quality checklist and rubric

ELA Standards Addressed

Word Analysis: 1.1 Match Oral words to printed words. 1.3 Identify letters, words, and sentences.

Reading Comprehension: 2.6 Relate prior knowledge to textual information.

Writing Strategies: 1.2 Use descriptive words when writing.

Writing Applications: 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

DANCE – GRADE 1
MY PLACE IN SPACE - ENERGY

Qualities of Movement

Lesson 2

(Done in conjunction with Lesson 1)

CONTENT STANDARDS

1.1 Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

TOPICAL QUESTIONS

- How do I use force and energy to create movement of different quality?

OBJECTIVES & STUDENT OUTCOMES

- Students will explore and demonstrate qualities of movement.

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

- **Feedback for Teacher**
 - Movement Quality Checklist (included)
 - Movement Quality Rubric
 - Student response to inquiry
 - Student performance
- **Feedback for Student**
 - Teacher response and feedback

WORDS TO KNOW

- **qualities of movement:** The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. Movement qualities are considered a part of the element of force/energy.
- **force/energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions.

MATERIALS

- CD Player
- CD's:
 - “Listen and Move Versions 1 and 2”
 - “Contrast Concerto: Energy”
 - Music and Movement in the Classroom Grades 1 and 2, Steven Traugh

RESOURCES

- *Music and Movement in the Classroom PreK-K*, by Steven Traugh; “Listen and Move versions 1 & 2”
- *Music for Creative Dance*, by Eric Chappelle; “The Bayou Both Step”, “Contrast Concerto: Energy”

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

- Refer to lesson #1: Review basic energies shake, sharp and stiff, twist, wiggle, etc. and warm

up the body

- Perform to instrumental music (recommended) or follow the vocal prompts in the songs below.

Music: Any of the following: “Balling the Jack”, “Body Rock”, “Shimmy Shake” and/or “Get up and Go”

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

- This lesson will extend the learning about energy to include a greater breadth of movement.
- Chart and discuss the words *smooth, sharp, swing, shake, wiggle and bounce*.
- Give examples of objects, states of being, chores, etc. that use these kinds of energy:
 - **Smooth** (pour like syrup, butter, sliding down a water slide, a rolling wave)
 - **Sharp** (scissors, knife, an edge, being scared or startled,)
 - **Shake** (being cold, scared, tambourine, bells, earthquake, maracas)
 - **Swing** (mopping floors, swing set, chain, elephant trunk, a bat or golf club, sway lying in a hammock)
 - **Wiggle** (cooked spaghetti, bowl of jello, feeling silly)
 - **Bounce** (rubber ball, kangaroo, bounce/jump house, jumping ball, pogo stick, rabbit)
- Play the music “Listen and Move”
- The prompts in the song are “walk, gallop, tiptoe, run, skate, and hop.
- Add an energy quality to each music prompt
 - Walk wiggly
 - Gallop and swing or gallop and stop and bounce.
 - Tip Toe and move your arms sharply and then move them smoothly on the “shhhhhh” part of the music
 - Run in place and shake your whole body
 - Skate and move your arms and legs smoothly or swing them
 - Hop or jump and move your arms, head and shoulders sharply or stop and bounce.

Note: This song is an excellent choice for exploring level changes, speeds, shapes, with each change in musical phrase.

- Ask the following questions:
 - “Which effort/quality did you like better (*bounce, sharp, smooth, wiggle, swing, or shake*)? Why?”
 - “How do different movement qualities make you feel?” Discuss each of the six words briefly. Answers might include wiggly or bouncy (feeling silly), smooth (graceful, tired, like a ballerina), sharp (strong, energetic), etc.

Music:

- “Listen and Move

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

Part 1: 10 minutes

Tell students they are going to do a listening and moving exercise.

- Music: “The Bayou Both Step”
- There are two parts in this piece; a quick, bouncy, wiggly first part and a slower, smooth, skating second part.
- Play the music and allow the students to move according to what they hear.
- Note: if students need more instruction, play the music first. Discuss what each of the two sections would look like then allow them to move.
- Use the check sheet to track students who correctly interpret the changes in music.

Part 2: 20 minutes

- Have students dance using six different types of movement energy: *smooth, sharp, swingy, bouncy, wiggly and shaky*.

- Select two at a time to explore (contrasting energies are best i.e. smooth and sharp, smooth and wiggly, swing and shake, etc).
 - Explain that when the music changes (“Contrast Concerto: Energy”), the students will change their movement energy.
 - Give vocal prompts as music is playing.
 - *Option 1.* Play the music then instruct students which energy to use.
 - *Option 2:* Ask students to interpret using dance language what they hear in the music. Identify the type of movement that would be seen in this part of the music then perform.
 - *Option 3:* Students improvise appropriate movement as they hear the music.
 - Make specific comments that are appropriate for each section of music “I see Johnny really *shaking* his legs” or “I see Julie *swinging* her arms very fast”.
 - If students are ready, encourage them to change levels (low, middle and high) in personal (self) and general space and speed (fast and slow) to motivate greater range and exploration.
 - Use the checklist and/or rubric to evaluate student performance.
- Variation:** (to whole group dancing)
- Divide class into halves or quarters to create a wheel.
 - Each group demonstrates only one type of energy as depicted in the song.
 - Prompt students to move in personal (self) or general space.
 - After going through the entire song, rotate the wheel and have each group perform a different energy.

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

- Use the *Quality of Movement Checklist and Rubric* to evaluate the accuracy of student movement.
- Ask students to explain how they felt when they moved e.g.. “When I move swingy, I feel happy” or “When I move sharply I feel strong”.

EXTENSION (*Climate of expectation is created by the teacher that encourages students to do further research, look for connections and apply understanding and skills previously learned to personal experiences*)

1. Draw shapes and lines that are sharp (e.g., triangle, zigzag, arrow, star) and smooth (e.g., curve, circle, squiggle). Share with class or write in a journal.
2. Learn patterns though creating a dynamic dance:
 - Arrange students in groups of 3 or 4. Ask them to choose two qualities of movement and perform in two different ways. Ask them to repeat it 4 times in succession.
 - Perform for the class. Combine two groups together to create a dance. Both groups will start and end in a frozen shape. (e.g., group #1 dances while group #2 stays frozen in their shape. When group 1 finishes dancing and freezes in a shape, group 2 dances and freezes in a shape when they are done.)
 - Have both groups dance at the same time and freeze in a shape to end the dance.
 - To make this dance even more challenging, ask students to perform to a musical selection that has speed or energy changes.
 - Ask students to listen carefully and perform their dances with the appropriate movement and speed.
3. Arrange students in a circle and one at a time ask a student to lead the group in a movement, calling out the quality (swing, wiggle, bounce, etc). Or use sets of flash cards with descriptive actions, speeds, levels, etc. to perform. Use cards in combinations. (e.g., card one reads *wiggle* and card two reads *slowly* or *shake* and *low level*.) Students perform in whole or small groups.
 - Divide class in half. Have one half of the class dance, the other act as the audience. Have the “audience” make comments on what they saw being performed. Switch groups.
 - Make ongoing comments as students perform encouraging them to move in a wider range.
4. Discuss how animals use different types of movement qualities (e.g. snail vs. a chimpanzee).

Have students dance like these animals using those qualities. Add animal sounds.

Element of Energy/Force

Movement Quality Rubric

Name	Advanced 4	Proficient 3	Basic 2	Approaching 1
1.				
2.				
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24.				

- 4. Student can accurately demonstrate all six (6) movement qualities: *smooth, sharp, swing, bounce, wiggle* and *shake*, independently, with little or no coaching.
- 3. Student can accurately demonstrate four (4) of the six (6) with little coaching.
- 2. Student needs moderate coaching and assistance with demonstrating four (4) of the movement qualities
- 1. Student needs coaching throughout most of the movement qualities in both hearing and demonstrating.

