

## **Grade 1 Dance Lesson #5**

### **Expression and Communication Meaningful Dance**

#### **Lesson-at-a-Glance**

#### **Warm Up**

Review feelings, postures and gestures from lesson 4. Write or draw a picture of one or two things that students associate with being \_\_\_\_\_. (happy, sick, bored, sad, tired, sleepy, etc.). Warm-up the body to music.

#### **Modeling**

Create a dance about feelings in both personal and general space by selecting two feelings and creating eight-counts of movement for each.

#### **Guided Practice**

Create original *feeling* dances using two or three contrasting feelings. Select two or three feeling words and create eight counts of axial and locomotor movements in combination. Combine into a two or three-part dance.

#### **Debrief**

Administer performance assessment using rubric. As a group discuss what was learned about communicating a feeling through movement. How does the body movement change when dancing happy as opposed to sad? What happened to your energy?"

#### **Extension**

- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined
- Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.

#### **Materials**

Group and Individual Performance Rubric  
Flash Cards and Illustrations of Emotions  
CD's and CD Player

#### **Assessment**

Discussion, Performance, Q&A, Performance Rubric

#### **ELA Standards Addressed**

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

*Writing Strategies:* 1.2 Use descriptive words when writing.

*Writing Applications:* 2.1 Write brief Narratives describing an experience

**DANCE – GRADE 1**  
**EXPRESSION AND COMMUNICATION**

<p style="text-align: center;"><b>Meaningful Dance</b> <b>Lesson 5</b> (Done in conjunction with lesson 4)</p>
<p><b>CONTENT STANDARDS</b></p> <p><b>2.6</b> Express basic emotional qualities. (e.g., angry, sad, excited, happy) through movement)</p> <p><b>4.3</b> Describe how they communicate an idea or mood in a dance. (e.g., with exaggerated everyday gesture or emotional energies)</p>
<p><b>TOPICAL QUESTIONS</b></p> <ul style="list-style-type: none"><li>• How do I create a three-part dance about feelings?</li><li>• How do I communicate an idea through dance?</li></ul>
<p><b>OBJECTIVES &amp; STUDENT OUTCOMES</b></p> <ul style="list-style-type: none"><li>• Students will create a three-part dance to communicate feelings.</li><li>• Students will use and demonstrate their knowledge of movement vocabulary through performing and observing.</li></ul>
<p><b>ASSESSMENT</b> (Various strategies to evaluate effectiveness of instruction and student learning)</p> <ul style="list-style-type: none"><li>• <b>Feedback for Teacher</b><ul style="list-style-type: none"><li>○ Individual and group performance rubrics (included)</li><li>○ Student response to inquiry</li><li>○ My Feelings Dance” worksheet</li></ul></li><li>• <b>Feedback for Student</b><ul style="list-style-type: none"><li>○ Teacher feedback</li><li>○ My “Feelings Dance” worksheet</li><li>○ Performance rubrics</li></ul></li></ul>
<p><b>WORDS TO KNOW</b></p> <ul style="list-style-type: none"><li>• <b>phrase</b> – the way in which parts of a dance are organized</li><li>• <b>space</b> - An element of dance that refers to the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, <i>and level of movement</i> (high, medium and low). <i>Personal space</i> refers to axial movement, staying in place or within a body bubble; <i>General Space</i> refers to locomotor movement, traveling from one place to another.</li><li>• <b>Portfolio</b> – a systematic, organized collection of student work.</li></ul>
<p><b>MATERIALS</b></p> <ul style="list-style-type: none"><li>• CD Player</li><li>• CD's:<ul style="list-style-type: none"><li>➤ “Feeling”</li><li>➤ “What Do People Do?”</li><li>➤ “Everybody Has Feelings”</li><li>➤ “Circular Journey”</li><li>➤ “Show Me What You Feel”</li></ul></li></ul>
<p><b>Resources</b></p>

- *Getting to Know Myself*, by Hap Palmer; “Feeling”, “What Do People Do?”
- *Ideas, Thoughts and Feelings*, by Hap Palmer; “Everybody Has Feelings”
- *Music for Creative Dance, Disc 2*, by Eric Chappelle, “Circular Journey”
- *Music and Movement in the Classroom Grades 1 & 2*, by Steven Traugh; “Show Me What You Feel”

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

- Review feelings, postures and gestures from lesson 4.
- Write or draw a picture of one or two things that students associate with being \_\_\_\_\_. (happy, sick, bored, sad, tired, sleepy, etc.).
- Warm-up the body with music.

**Music:** “Everybody Has Feelings”

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

- Tell students they will be doing a dance about feelings in both personal and general space.
- Select an emotion (happy) and ask class to improvise “happy” in personal space. All appropriate axial movement applies. Perform for 8 counts,
- Select another emotion (sad). Create 8 counts of locomotor movement.
- Create a frozen shape for the word “happy”.

**Music:** “Feelings”, “What Do People Do”, “Show Me What You Feel”, or any instrumental music.

- Ask the following questions:
  - “Which of the emotions were easiest, hardest for you to do?”
  - “When you danced like you were happy (or sad), did you really feel happy (or sad)? Why do you think that happened?”
  - “Which emotion would be easier to do on the floor, in the air (jumping or reaching on tiptoe)?”
  - “Was it hard to change from one emotion to another?”
  - “How do you show what *happy* and *sad* looks like with your face and your body?”
  - “What do you do with your body when you are happy and sad?”
- Select two more contrasting emotions and create another group dance.

**Option:**

- Create a “feeling” dance with a partner or in smaller groups.

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

- Create original dances using two or three contrasting feelings (e.g. happy, sad, angry)
- In small groups give students two or three words to inspire movement (or you can allow students to select their own words from a list)
- Creating the dance
  - **Option 1**
    - Select *two* words
    - Create 8 counts of axial movement and 8 counts of locomotor movement for each word.
    - Combine both words (16 counts each) to create a 32-count phrase.
    - Begin and end in a frozen shape that depicts word one, end in a frozen shape for word two.
  - **Option 2**
    - Select *three* words
    - Create 8 counts of locomotor (or axial) movement for word one, 8 counts of axial (or locomotor) movement for word two and 8 counts of locomotor (or axial) movement for word three for a total of 24 counts.

➤ Begin and end in a frozen shape.

- Allow time to explore and create phrases (10 minutes).
- Each group will perform to music while the rest of the class watches.
- After each performance, ask audience to identify the feelings expressed in the dance.
- “How did you know what the feeling was?” Identify the dance elements: energy, speed, level, and type of movement (axial or locomotor) seen in the dance that expressed those feelings.
- Videotape performances.

**Music:** “Circular Journey” or any instrumental music.

#### **Extension**

- Challenge students’ musical perception by playing the song “Circular Journey” and asking them what kind of feeling they get in each section of music. Create movement for each section to compose a complete dance. (The class can be separated into groups with each group creating a portion of the song. Perform for a live audience).

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

- Assess student performance with the performance rubric.
- Ask the following questions:
  - “What have you learned about communicating a feeling through movement?”
  - “Could you show your feelings without using your face and still get feelings across?”
  - “How does your body movement change when you danced happy to sad? What happened to your energy?”
- Allow time for self-reflection by watching the performances. As a group ask students to find ways to make their dance clearer by revising their work. Record revisions and video in a *portfolio* \*(see Visual Art Grade 1 lesson #1 for how to create a portfolio).

**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.)*

- Have students observe and record other children and their own family members for display of feelings and emotions. Share observations and make connections to student’s own way of moving and feeling. Create a family “feeling” dance.
- Watch videos of animals at work or play, both adult and baby animals. Look for movement clues that could show determination, playfulness, laziness, anger, love and affection. Mimic those movements and feelings and emotions for the animal.
- Read any book or poem that portrays characters with strong emotions. Identify the emotions and create a dance.
- Infer from a story or poem, the feelings of a character not clearly defined. (e.g. Jack and Jill were angry that their mother made them go up the hill because they wanted to stay in their room and play with their game boy. Climbing the hill made them both very tired. Jack and Jill argued over who would draw the water and carry it down. Jack fell and hurt his head and is in pain and agony. Jill laughed so hard at Jack that she tripped and fell down too! Now she is crying and Jack is laughing!!). Select three or four words and use them in a sentence or create a short story with characters displaying these emotions. Create a dance for the story.
- Show the connection of emotions to colors: red as angry, loving; blue as calm, cold; green as growth, jealousy; yellow as warm, happy; etc.

**My Feeling Dance**  
Student Worksheet

Group Member's Names

What were the three (3) feelings you chose?

Describe the kind of movement(s) you chose for feeling \_\_\_\_\_.

Describe the kind of movement(s) you chose feeling \_\_\_\_\_.

Describe the kind of movement(s) you chose feeling \_\_\_\_\_.

Write the sequence of your dance below.

1.

2.

3.

### Performance Rubric – “Feelings Dance”

**3 Proficient** – Student’s facial expression and body movement is clearly expressed for each of the emotions. Student follows dance procedures without hesitation and cooperates well in the group. Student performs confidently and without hesitation.

**2 Basic** – Student’s facial expression and body movement is evident but not clearly defined from one emotion to another. Student may need coaching throughout a portion of the performance.

**1 Approaching** – Student has difficulty expressing feeling or state of being on both face and through the body. Movement and facial expression is not clearly defined from one section of the dance to the next. Student is reluctant to participate and needs a lot of coaching.

Group Names	Feeling #1	Feeling #2	Feeling #3
	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments
	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments
	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments
	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments
	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments	Feeling _____  3      2      1 Comments

## Individual Participation Rubric

**3 Proficient** – Student cooperated well with peers, performed each feeling clearly and without hesitation, contributed positively to the overall objective.

**2 Basic** – Student cooperated with peers most of the time, although somewhat distracted, each feeling danced was distinct but not clearly defined, contributed moderately to the overall objective.

**1 Approaching** – Student has difficulty cooperating, the feelings danced were not clearly defined, and does not contribute positively to the overall objective.

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