

## Kinder Dance Lesson #4

### Using Space Shape

#### Lesson-at-a-Glance

#### Warm Up

Review concept of *size* and *level*: Call out body parts to be performed at high and low levels, large and small sizes.

#### Modeling

Introduce the concept of *shape*. Make clay or foil shapes. Position the body to create the shapes made with the clay or foil (curled, twisted, stretched, straight, curved, angular or zigzag, wide, and narrow).

#### Guided Practice

Using musical accompaniment, prompt students to create large and small shapes at different levels. Stop the music, students *freeze* in a shape of your choice (*Freeze in a large shape*). Discuss the size and level of the frozen shape.

#### Debrief

Review vocabulary: shape, size, level and the concept of safety.

#### Extension

Read and dance "*The Sculptor Who Couldn't Decide What to Make*", or "*The Mice Go to the Zoo*" found in *Movement Stories for Children Ages 3-6* by Landalf and Gerke.

#### Materials

CD Player and Music  
Pictures of body shapes  
Checklist

#### Assessment

Discussion, Performance, Q&A, Performance, Checklist

#### ELA Standards Addressed

*Vocabulary and Concept Development*: 1.17 Describe common objects and events in both general and specific language.  
*Reading Comprehension*: 2.4 Retell familiar stories.  
*Writing Strategies*: 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

## DANCE – KINDERGARTEN USING SPACE

### Shape Lesson 4

Note: This lessons could be chunked: Warm-up and Modeling day 1 and 2, Guided practice day 3

#### CONTENT STANDARDS

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.3 Understand and respond to a wide variety of opposites (e.g., high/low, forward/backward, wiggle, freeze).

#### TOPICAL QUESTIONS

- What is *shape* and how do I use my body to create shapes?

#### OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate understanding of space through creating and performing shapes at different sizes and levels.

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

- **Feedback for Teacher**
  - Assessment Check (included)
  - Student response to inquiry
- **Feedback for Student**
  - Teacher response

#### WORDS TO KNOW

- **space:** 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, and level of movement. **Level includes:** high, medium and low and **size includes:** large and small, big and little, huge and tiny or any combination of size opposites.
- **shape:** The positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical.

#### MATERIALS

- Clay (find a variety of play clay recipes at the end of the lesson)
- Optional: aluminum foil
- Story: "The Sculptor Who Couldn't Decide What to Make", from *Movement Stories* by Pamela Gerke or a story of choice containing movement. (refer to the resources list)
- 1 or 2 jump ropes
- Pictures of large, small, high and low objects and animals (included)
- Pictures of body shapes (included)
- Music/CD Player
- CD's
  - "Clap and Shake"
  - "Touch "
  - "Rock and Roll Freeze Dance"
  - "Disco Limbo"
  - "New Zoo Review"

## RESOURCES

- *Perceptual Motor Rhythm Games* by Capon & Hallum; "Clap and Shake"
- *So Big* by Hap Palmer; "Rock and Roll Freeze Dance"
- *We All Live Together, Vol. 3* by Greg and Steve; "Disco Limbo"
- *Music and Movement, in the Classroom Prek-k*, Steven Traugh
- *Movement Stories for Children Ages 3-6*, Gerke, Pamela, and Landalf, Helen; Smith and Kraus, 1996
- *Yoga Pose Illustrations* <http://www.yogawithamey.com/stickfigures.html>

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

- Review the concept of *size* and *level*: high (tall, reaching up, tiptoes, jumping, arms wide) and low (on the floor; big bodies, little bodies, hands, etc.).
- Call out body parts to be performed at high and low levels, large and small sizes: e.g. reach up high and wide with your hands and arms, leap like a kangaroo, fly like a butterfly, creep like a bug, slither like a lizard, crawl like a spider etc.

**Music:** "Clap and Shake" *(instrumental version)*

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

### Part 1

- Introduce the concept of *shape*. (Positioning the body and its parts that can be curled, twisted, stretched, straight, curved, angular or zigzag, wide, or narrow.
- Shapes come in different sizes (large, tiny, huge, little, etc.), and found at *levels* (high, medium or middle level [at belly button level or kneeling] and low).
- Give students a lump of clay or aluminum foil to mould.
- Discuss and demonstrate making each of the following:
  1. a flat shape
  2. wide shape
  3. narrow shape
  4. coil
  5. pretzel or twisted shape
  6. a curved shape
  7. a ball
- Students make the above shapes, one at a time with the clay or foil.
- After a shape is made, ask the students to make that shape with their body.

### Part 2

- Model and have students imitate the following:
  1. make a **wide** shape with your legs then arms; "*This is a wide shape.*"
  2. stretch into a **\*narrow** (thin or skinny) shape with your arms over your head; "*This is a \*narrow (thin or skinny) shape.*" *\*Choose which word is best for your students.*
  3. **curl** up into a ball; "*This is a curled shape.*"
  4. stand on one foot, tilt over (or you can balance on one foot and one hand on the floor, etc); "*This is a **balanced** shape.*"
  5. stand with feet shoulder-width apart and bend forward, backward and sideways. Use arms if you wish. "*This is a **curved** shape.*"
  6. Wrap your legs around each other, wrap your arms around yourself or sit criss-cross applesauce; "*This is a **twisted** shape.*"

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

- To music, prompt students to create shapes in large and small ways and at different levels. E.g., make a twisted shape at a low level, make a large shape at a high level, make a balanced shape at a medium level, make a tiny shape at a low level, etc.

- Stop the music, students *freeze* in a shape of your choice (*Freeze in a large shape*).
- Discuss the size and level of the frozen shape.
  - Identify and discuss what the body parts are doing (arms are curled in or stretched wide, legs bent in an angle or folded, etc.).
- Play music and add locomotor movement alternating between general space and freezing in a shape when the music stops.
  - Option: Try playing the **music loudly**, and tell students their movement, shapes and sizes should be large (levels can be prompted by you or you can let the students choose).
  - When the **music is soft** their movement, shapes and sizes should be small.
- Allow students to create their own shapes while you give the locomotor movement prompts (walk, crawl, tiptoe, march, slither, crab-walk, slide, gallop, etc.).
- Discuss what is seen: size, level and shape.
- When students have learned the concept of shape, and can apply level and size, use the Shape Assessment Checklist to record student demonstration.

Music: Any instrumental music

#### Options and extensions:

- Using a rope held taut by two students, ask students to do the “**limbo**”.
- Students can go over or under the rope with any locomotor movement or you can assign animal movements.
- When the student reaches the other side of the rope, they must freeze in a shape of a size and level of your choosing.

Music: “Disco Limbo”

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

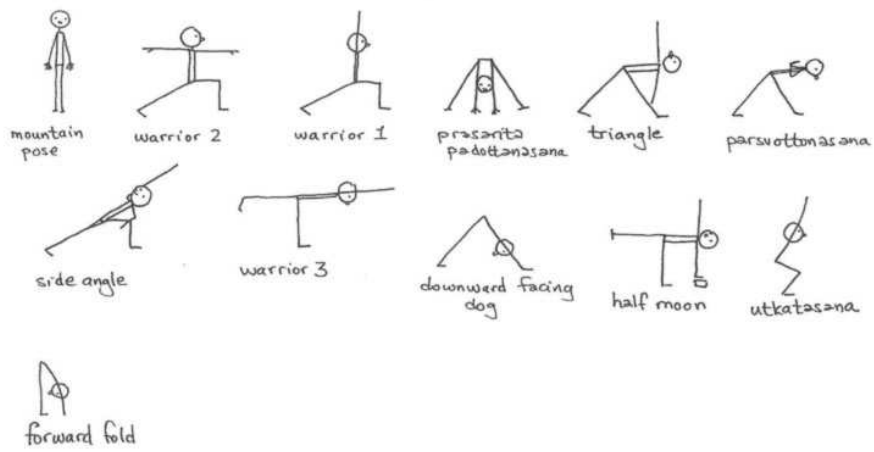
- Assessment Checklist (used in Guided Practice)
- Ask students the following questions:
  - “Which shapes are easier to move around the room? Why?”
  - “What kind of shape did you like to make?”
  - “Show me your favorite shape. Explain why it is your favorite shape.”
- Make copies of the stick figures attached to this lesson or from lesson 3 and have students identify whether the level is high, medium or low, large or small.

#### **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.*)

- Literacy Connection:
  - Read and dance “*The Sculptor Who Couldn’t Decide What to Make*”, or “*The Mice Go to the Zoo*” found in *Movement Stories for Children Ages 3-6* by Landalf and Gerke.
- Students identify high, low, big and small objects as they move from activity to activity during the school day or at home.
- Have students to draw samples of lines: curved, straight, angular etc. and connect with an object that has the same shape.



## PRIMARY STANDING POSTURES



## Children and Shapes

<http://www.madison.com/communities/MuirPE/library/files/Dance%20block%20shapes%204.jpg>









# Shape Assessment Checklist

Circle **Y** for yes and **N** for no for each of the “shape” prompts. For twist, wide, narrow, straight, curved and curl use the following:

- twist like a pretzel
- be as wide as a house
- be as narrow (thin or skinny) as spaghetti
- be as straight as a pencil
- curve like the letter C
- curl into a ball

[illegible]