

Kinder Dance Lesson #7

Exploring Space Line

Lesson-at-a-Glance

Warm Up

Discuss with students the types of lines – straight, curved, zigzag and spiral. Show samples of lines.

Modeling

Discuss vocabulary: line and pathway. Demonstrate axial movement that shows different types of lines (arms, legs, whole body). Use locomotor movement to demonstrate pathway.

Guided Practice

Using a drawing in the lesson identify and describe the lines using words like wiggly, squiggly, sharp, straight, curved or curvy, wavy, jagged, etc. Discuss as a group how they would interpret those lines or groups of lines through axial and locomotor movement.

Debrief

As a group discuss how the body can express line. What kinds of lines would you create for specific characters or other living creature?

Extension

As a class, discuss and create a dance about a real or imaginary character. Graph the dance by drawing appropriate lines on paper.

Read and dance “The Painter and the Elves”, Movement Stories for Children Ages 3-6 by Pamela Gerke

Materials

CD Player and Music
Rubric
Line Drawing Samples
Assessment Check and Rubric
Masking Tape, Yarn or Chalk, paper and pencil, one each per student

Assessment

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

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.; Connect to life experiences the information and events in texts.

**DANCE – KINDERGARTEN
EXPLORING SPACE**

**Lesson 7
Line**

Recommendation: Teach Kindergarten Visual Art Lesson #1 prior to this lesson
(Done in conjunction with lessons 8 & 9)

CONTENT STANDARDS

- 1.1 Build the range and capacity to move in a variety of ways.
- 2.2 Respond to a variety of stimuli (e.g. sounds, words, songs, props and images) with original movements.

TOPICAL QUESTIONS

- What does line mean and how do I use it to create movement?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify line and explore line through movement in personal and general space.

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

- **Feedback for Teacher**
 - Student response to inquiry
 - Student performance
 - Assessment - Line Rubric
- **Feedback for Student**
 - Teacher response and feedback
 - Assessment feedback

WORDS TO KNOW

- **line:** a point moving through space that can vary in width, length, curvature, or direction.
- **pathway:** A line along which a person or a part of the person, such as an arm or head, moves (e. g., her arm took a circular path, or he traveled along a zigzag pathway).

MATERIALS

- Music/CD Player
- CD's of Instrumental Music
- Line Drawing Samples (included)
- Assessment Check and Rubric (included)
- Optional: Masking Tape, Yarn or Chalk
- Paper and pencil, one each per student

RESOURCES

- *Learning Basic Skills Through Music* by Hap Palmer

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

- Display line samples on the board, on projector or you can draw your own on chart paper or white board.
- Discuss with students the types of lines – straight, curved, zigzag and spiral.

- On a piece of paper, allow students to draw several of each of these lines.

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

- Tell students that when we dance we make lines with our bodies. Just like those we just saw and drew.
- **Axial Movement:**
 - Ask the students to show a *straight* line with their arms. Make a straight line with the whole body. Make a straight line on the floor.
 - Make a *curved* line using one part then the whole body.
 - Repeat for zigzag.
 - Play music and practice each of the lines.
 - **Use slow music for curved or spiral movement, strong beat or a march for straight or zigzag movement**
 - Show examples of lines using the sample drawing (included). Identify the curved, straight, zigzag, and spiral lines.
 - Say “move your arm in a zigzag *line* (slice movement from high to low) or ”move your arm in a curved *line*”. “Move your arm in quick circles in a spiral *spiral*”,
 - Repeat with other body parts (head, foot, elbow).
 - Challenge students to make a straight line with one body part and move another through space in a curved line.
- Repeat making pathways using **locomotor movement**
 - Trail a piece of yarn on the floor to create straight, curve(s), zigzag, and spiral lines (if doing this outdoors, you can use chalk or any of the lines already painted on the asphalt: e.g hop scotch, a map, four-square, letters, numbers, etc.).
 - Ask students to identify the type of line.
 - Select a locomotor movement and have students perform, one at a time, walking, skipping, hopping, galloping, etc the path of the line.
 - Repeat 2 or more times with another type of line.

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

- Refer to drawing #1 included with this lesson.
- Identify the lines you see: curved, straight, zigzag, spiral.
- Language connection: Allow students to use words to describe the lines: wiggly, squiggly, sharp, straight, curved or curvy, wavy, jagged, etc.
- Ask students to make suggestions how they would interpret those lines (or groups of lines) by using axial and locomotor movement (e.g. a zigzag might be quick, slicing of arms through the air or jumping from side to side; a spiral could be spinning and slowly lowering to the floor).
- Put circles around portions of the drawing (you will be grouping lines as you do that).
- Guide students to create movement for one or several circled portions of the drawing using axial and locomotor movement.

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

- “What was your favorite line to make? Why?”
- “Are straight lines easier to make than curves? Why?”
- When making straight lines and combinations (zigzag) what was the movement like? When you moved in straight lines was your movement more sharp or smooth? Wiggly or strong, fast or slow?
- When you moved in curved lines and combinations, what was the movement like? Was the movement sharp or smooth, wiggly or strong, fast or slow?
- If you were going to create a dance about a superhero, what type of lines would you use and why? What would the dance look like?
- If you were going to create a dance about a balloon or butterfly, what would that dance look like?
- Assessment and Rubric

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 identify lines that they see at school and at home (Zigzag stairs, curved bowl or plate, straight lines on paper or blinds on windows).
- As a class, discuss and create a dance about a superhero or other character using appropriate line and movement. Students may graph out the dance by drawing appropriate lines on paper and creating movement.

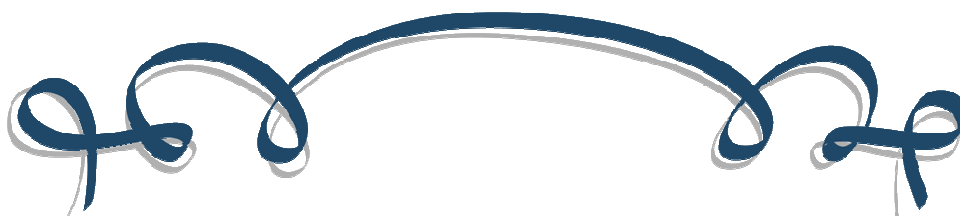
Line Samples for Warm-up and Assessment

Copy this page, place on overhead or illustrate on a whiteboard or chart paper

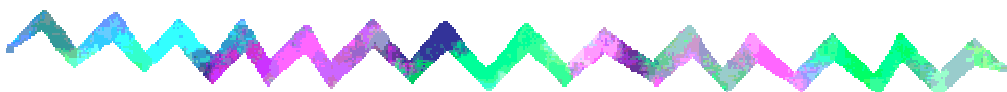
Straight



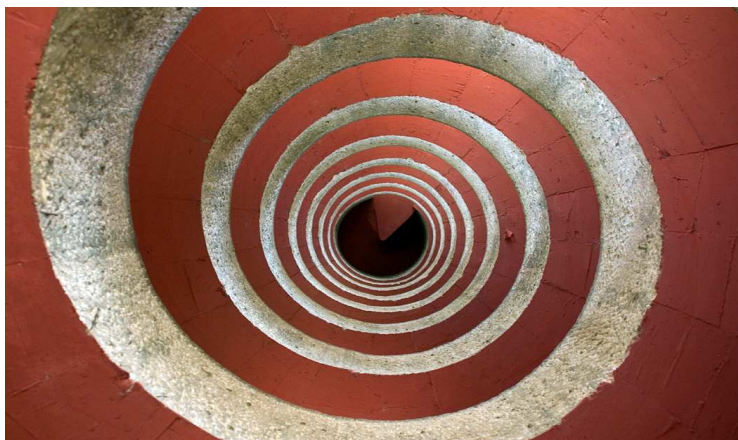
Curve



Zigzag



Spiral



Assessment - Line Identify the lines above and create the appropriate movement.

Rubric:

3	2	1	0
Student can name the line and clearly and quickly move the whole body to make the line. Needs no prompting	Student can name the line move a single body to make the line or can trace with a hand/arm. Needs little or no prompting	Student has difficulty naming the line and creating movement. Needs prompting and modeling	Not attempted

Sample Line Drawing #1:

Circle groups of lines in the illustration below and discuss with students what the axial and locomotor movement might look like for that grouping.

Use words like: curved, straight, zigzag, spiral; and make energy connections: wiggly (many irregular curves), squiggly, sharp, straight, curved, curvy, wavy, jagged, etc.) motivate movement.

