

Kinder Dance Lesson #9

Exploring Space Creating Meaning with Shape and Movement

Lesson-at-a-Glance

Warm Up

Review lines and how lines make shapes. Review the letters of the alphabet that the students know.

Modeling

Play the song “Alphabet Soup” for a warm up. Select a few upper and lower case letters and discuss the lines and shapes that make up the letter.

Guided Practice

Create a word dance. Select a three or four letter word. Students identify each letter, say it aloud and make that letter with their body. Repeat until the entire word is visually created. Finish with spelling out and saying the word. Videotape or take photos of the performances

Debrief

As a group discuss how letters are shapes that are made up of lines. Discuss how the body can express shape. Evaluate the student’s performance using the rubric for their *Alphabet Dance*.

Extension

Make a collage of pictures, lines, shapes and letters cut from magazines and arrange with photos of student created work.

Read and dance “The Alphabet Adventure of Little Letter O”, from *Movement Stories for Children Ages 3-6* by Helen Landalf.

Materials

CD Player and Music
Rubric
Student Worksheet
Video Camera or digital camera

Assessment

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

ELA Standards Addressed

Vocabulary and Concept Development: 1.5 Distinguish letters from words; 1.15 Read simple one-syllable and high-frequency words.
Reading Comprehension: 2.4 Retell familiar stories.; Connect to life experiences the information and events in texts.
Writing Strategies: 1.2 Wrote consonant-vowel-consonant words.

DANCE – KINDERGARTEN EXPLORING SPACE

Creating Meaning with Shape and Movement Lesson 9

(Done in conjunction with lessons 7 & 8)
This lesson will take 2, 1-hour sessions to complete

CONTENT STANDARDS

- 1.2 Perform basic *locomotor* skills (e.g., walk, run, gallop, jump, hop, and balance).
- 2.2 Respond to a variety of stimuli (e.g. sounds, *words*, songs, props, and images) with original movements.
- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

TOPICAL QUESTIONS

- How do I use my knowledge of line and shape to create letters with my body?
- How can I work with others to create words with body shapes?
- How can I create meaning using words and movement?

OBJECTIVES & STUDENT OUTCOMES

- Students will identify, use and demonstrate understanding of lines and shapes as they create letters and simple words with their bodies.
- Students will demonstrate creating and performing in cooperative groups with safety.
- Students will reflect upon and practice self-evaluation in the creation process.

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

- **Feedback for Teacher**
 - Assessment Check – Performance Rubric
 - Student response to inquiry
 - Student Worksheet
- **Feedback for Student**
 - Teacher response and feedback from performance
 - Student Worksheet

WORDS TO KNOW

- **line:** a point moving through space that can vary in width, length, curvature, or direction.
- **shape:** The positioning of the body in space: curved, straight, angular, twisted, symmetrical, or asymmetrical. Shape in *visual art* is a two-dimensional area or plane that may be open or closed, free-form or geometric.
- **audience:** people who watch, listen and respond appropriately to live dance performances.
- **beat:** unit of measure of rhythmic time; establishes a steady and even pulse (like the heartbeat).

MATERIALS

- Music/CD Player
- CD's:
 - "Triangle, Circle or Square"
 - "Shaping Up with Shapes"
 - *Music for Creative Dance* CD by Eric Chappelle
 - *Music and Movement in the Classroom*, "Alphabet Soup" CD #1, track 14
- Video Camera, tape, monitor (optional)
- Student worksheet and rubric (included)

RESOURCES

- *Learning Basic Skills Through Music* by Hap Palmer; “Triangle, Circle or Square”
- *Music and Movement in the Classroom, PreK-K*, by Steven Traugh; “Shaping Up with Shapes”

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

- Warm-up and review lines and how they make shapes (lessons 7 and 8).
- Consider the extension from lesson 8 where students work in pairs or small groups to create lines and shapes.
- If students have already begun learning the alphabet, review the letters that they know or recite as typically done during regular class time.

Music: “Triangle, Circle or Square” and “Shaping Up with Shapes” or “Alphabet Soup”

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

- Present a poster or handout of letters of the alphabet to students.
- Play the song “*Alphabet Soup*” just to get kids excited.
- Starting with the letter “A” discuss the number of lines used to make the letter (3) and the shape(s) seen (triangle).
- Ask students to make the letter “A” with their body. (see sample body shapes for letters included in this lesson).
- Continue with more letters: try “b”, “c”, “H or h”, “I or i”, “T or t”, “o”. “L or l”, “m” “s”, “Y or y”. You can choose upper or lower case letters.

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

- Tell students that they will now learn to spell words using their bodies, that dance can convey meaning. We can move our bodies to show how we are feeling or what we are doing.
- Word Suggestions: Kindergarten Site Words or words from your classroom literature (see list attached).
- There are **two ways** to complete this task:
- **Strategy #1**
 - Any size group of students can spell a word making the letter shapes with their body.
 - For example, the word *run* is used here. You may select another word.
 - Students spell “r-u-n” by making each of the letter shapes r-u-n simultaneously (as a group) and in order.
 - As the group create each letter shape and saying aloud that letter: make a letter, say it, make another letter, say it, etc.
 - After all letters have been made everyone says the word “run”.
 - Call out a descriptive for the word run – run *slowly* like you are very *heavy*, *run in a circle*, etc.

Note: If your students work well in a group, you could allow them to connect all their bodies together to make a single letter shape. Repeat for each letter.

- **Strategy #2**
 - Arrange students in groups of three, four or five.
 - Select the letters “r”, “u” and “n” (for a three person group) and guide each student to create a letter.
 - Arrange the students (from left to right for the audience) to spell the word “*run*”.
 - With another three students, create another word. (e.g., hat, bat, the, etc.)
 - Add movement for the word after it is spelled OR create movement for the word before the word is spelled.
 - Everyone jumps happily in personal space.
 - Call out letter “J” – student #1 quits jumping and moves to the left to make his “J” and says aloud “J” while everyone else is jumping.
 - Call out letter “u”. Student #2 moves next to student #1, freezes in the letter “u” and says aloud

- “u”.
- “J” and “u” are now frozen while the last 3 students are still jumping.
- Repeat until all 5 letters are frozen.
- The all say the word “Jump”.

- Play while the students are moving like their word (sad, happy, jumping, walking, etc). Stop the music when the student freezes into their letter shape and says their letter. Resume music and repeat.
- Music: Any selection from *Music for Creative Dance* CD
 - **Option:** For advanced students, try creating a short sentence using several smaller groups of students

Creating an Alphabet Dance

• **Step 1 Structuring the Dance**

- Predetermine what word or series of words you will use.
- Assign students the letters and words they will be doing.
- *Tell students to pay particular attention to the **letter, their placement and the word** in which they will be performing.
- Have students practice making their letter in the order as it appears.
- Rehearse a few times for memorization.

• **Step 2 Creating Movement, Staging and Performing the Dance**

- Give each student or groups of students movement.
- Rehearse the movement, freezing in the letter shape and saying aloud the letter.
- Repeat for each student in the dance: move 8 beats, freeze in the letter shape and say the letter loudly.
- At the end of the dance, students will say loudly the word they spelled.
- Have students take a bow.

- Consider videotaping students and have them watch and talk about their performance in the Debrief and Evaluate section.

Music: Use any music from the “Music for Creative Dance” CD

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

- Assessment Check – Performance rubric and worksheet
- Ask the following questions:
 - What was the letter you made? Say and write your letter.
 - What was the word your group made? Say and write your word.
 - In your letter, what type of lines do you see? Say and select the type of line seen.
- Watch the videotape and ask:
 - What can we do to make our letters more clear?
 - Can we think of another way to make the letters?
 - What do we notice that is same or different about the letters in our word?
 - Take time to review answers and have students explore new ways to create letters.

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.*)

Make a collage of pictures, lines, shapes and letters cut from magazines and arrange with photos of student created work.

SIGHT WORD RECOMMENDATIONS

Create movement for each of these words (e.g., walk or shake your hands fast, crawl under the rope, tiptoe and shiver like you are cold, etc.)

Funny	Run	See	Down
Fast	Slow	Cold	Fly
Under	Over	Walk	Pull
Small	Sit	Fall	Grow
Four	Five	Six	Eight
Warm	Sleep	One	Two

EMOTION WORDS

Mad	Sad	Glad	Happy
Shy	Angry	Scared	Proud

**Assessment Rubric
Letter Shapes and Words Dance**

Performance

4 Advanced	3 Proficient	2 Basic	3 Below Basic
<ul style="list-style-type: none"> • demonstrated appropriate movement • demonstrated appropriate frozen letter shape • maintained frozen shape throughout the dance • said the letter and word in strong, clear voice • participated enthusiastically and fully throughout the dance • showed cooperation and/or leadership by helping peers 	<ul style="list-style-type: none"> • Demonstrated appropriate movement • Demonstrated appropriate frozen letter shape • Maintained frozen shape throughout most of the dance • Said the letter and word clearly • Participated in the dance • Showed cooperation by working with peers 	<ul style="list-style-type: none"> • Demonstrated appropriate movement • Frozen letter shape is not clearly identified • Could not maintain frozen shape throughout some of the dance or had to be reminded to freeze • Did not verbalize well or was very quiet • Participation was somewhat hesitant • Had to be reminded once to cooperate with the group or to dance safely 	<ul style="list-style-type: none"> • Coaching and modeling necessary for making appropriate movement and frozen letter shape • Had difficulty with body position within word • Did not verbalize • Participation was hesitant or minimal without constant guidance • Had to be reminded to cooperate with the group. To dance safely two or more times

Student Worksheet – Letter Shapes and Words

Name _____

My Letter Is	Draw a picture of your body making the letter
My Group Word Is	Draw a picture of your group making the word.