

Grade 2 Dance Lesson #2

Space Pathways and Choreography

Lesson-at-a-Glance

Warm Up

Review the word pathway. Move in personal and general space to create pathways.

Modeling

Discuss *pathway*. Draw your initials in the air and create pathways for your initials on the floor and have students mimic. Identify the types of lines and movement used in personal and general space.

Guided Practice

Have students create their own Pathway Drawing using the template. In Pairs, students will interpret the lines they make into axial or locomotor movement using dance elements of time, space and energy/force.

Debrief

Discuss the criteria and rubric for the “Pathway Dance” performance. After performances, discuss pathway and how certain types of lines beg for certain movements, speeds and energies.

Extension

Create a story for the Pathway Dance. Use pathways to move about throughout the day: to and from recess, lunch, from place to place inside the room, transitioning from seat to carpet, etc.

Materials

Pathway Dance Criteria and Rubric
Teacher Notes
CD Player and Music
Student Worksheet
Pathway Dance Template and Pencils
Video Camera and/or Digital Camera

Assessment

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

ELA Standards Addressed

Literary Response and Analysis: 3.1 Compare and contrast plots, settings, and characters presented by different authors.

Writing Strategies: 1.1 Organization and Focus Group related ideas and maintain a consistent focus.; 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Writing Applications: 2.1 Write brief narratives based on experiences.

Listening and Speaking: 1.8 Retell stories including characters, setting and plot.

DANCE – GRADE 2 SPACE

Pathways and Choreography Lesson 5

CONTENT STANDARDS

2.3 Create a simple sequence of movement with a beginning, middle and an end, incorporating level and directional changes.

4.1 Use Basic vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).

TOPICAL QUESTIONS

- How do I use my knowledge of space and energy to create a dance about pathways from a line drawing?

OBJECTIVES & STUDENT OUTCOMES

- Students will interpret a line drawing and transform it into a *pathway* dance using axial and locomotor movement and the elements of time, space and energy.

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

- **Feedback for Teacher**
 - Assessment Checklist and Rubric Pathway Dance (included)
 - Student response to inquiry
 - Performance
 - Pathway Drawing Template
 - Student Worksheet
- **Feedback for Student**
 - Teacher feedback
 - Student Worksheet
 - Video Recording
 - Pathway Drawing Template

WORDS TO KNOW

- **pathway:** an element of space that refers to the immediate spherical space surrounding the body in all directions. Pathway in dance is synonymous to line in visual art: a point that moves through space that can vary in width, length, curvature and direction. In dance, a body part of the entire body can move in a variety of pathways.

MATERIALS

- Paper and pencils
- Music – any varying in style and tempo
- Sample Lines Overhead (included)
- Pathway Drawing Template (included)
- Pathway Dance Criteria and Rubric Assessment (included)
- Sample Drawing (included)
- Video camera and digital camera (optional)

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

- Review the word *pathway*.
- Ask students to move a single body part in personal space (e.g., making a circular path with an arm or head) or moving the entire body in general space (walk from their desk to the trash can in a zigzag pathway very sharply or in a curved pathway very smoothly).
- Ask each pair to select one locomotor movement and create a pathway around an object or to and from somewhere in the room.

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

- Discuss the types of lines we can use in our Pathway Dance (use template).
- Create a drawing on chart paper or the board by placing a dot on one side of the paper/board and a dot on the opposite side of the paper/board.
- Draw a connected line from one dot to another by dragging the marker in all directions. Use a series of the lines just discussed. Drag the marker in all directions
- Distribute a copy of the Pathway Drawing Template to each student.
 - Ask students to connect the two dots using any type of line (curved, straight, zigzagged, dotted, circular, wiggly, etc.). Allow three (3) minutes.
 - If a student draws a simple straight line to connect the dots that is OK, but try to encourage their creativity. But discourage a very long and intricate line.
- Check the students' drawing as you walk around the room.
- Using a simple line that you drew yourself (or use the sample) ask students to identify the kinds of lines they see (curved, straight, zigzag, combinations, etc.).
- Model tracing your line or a portion of your line from the picture in the air. Ask students to mimic what you did.
 - Using the same portion of the line, encourage students to bend, twist, and reach high and low while tracing in the air using very large movements.
 - Guide students through creating the line with their head, elbow, or foot, etc.
 - Remind students that they are making **pathways** in the air with their body parts in personal or self-space as they are moving (students are not to move around the room).
 - Use dance vocabulary as you describe what you are seeing while students are moving; e.g. speed, level, energy, etc. Take into consideration the thickness (heavy movement) and thinness (light movement) of the line.
- Students will now look to **their own** original line drawing, ask students to create the line in the air with their hand/fingers.
 - **Note:** If the student's drawing is very long and intricate, select a small portion of the drawing.
- Try creating the line with one other body part.
- When you have found a student who has strong understanding of the concept, ask for a demonstration for the class. First show the line drawing, then ask the student to demonstrate through movement.
- Discuss how locomotor movement could be used to show the line's direction and movement from point to point.

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

- **Note:** Make sure students have ample space in which to move. It might be a good idea to do this lesson outdoors. All students to use their drawing as a map.
- Discuss the criteria for the Pathway Dance.
- Arrange students in pairs and ask them to choose and create a dance from **one** of their drawings. (If time permits, you may do the other drawing on another day).
- Pairs will collaborate and discuss what kinds of lines are depicted in the drawing they chose and how they might interpret it through movement.
 - **Note:** Chunk the drawing into manageable sections or if the drawing is very long and intricate, select a small portion of the drawing to interpret.
- Procedure:

- Suggest that students first explore ways to move from one dot to the other (point A to point B) making their bodies travel as close to possible to the line and direction in their drawing.
- Ask students to identify what kind of locomotor movement they will use.
- Ask students to decide how they will move as a pair (e.g., one at a time, imitate, mirror, or shadow, hold hands, etc.).
- Give students about 5-7 minutes to explore and create a pathway dance.
- Remind students to use large movement so that the pathway can be clearly seen.
- You may have to set boundaries. (e.g., dance within a taped or painted square or circle on the playground or in the classroom because students may not use the space well thus making the dance hard to follow (too spread out or too tight and crowded)).
- Show the class the drawing either before or after the performance.
 - If you choose to show the picture before the performance, ask students what types of movement the dancers did to show the type of line.
 - If you choose to show the drawing after the performance, ask the audience if they can identify the type of lines they saw and what movement gave them those clues.
- Student pairs demonstrate their dance using any instrumental music selection.
- Photograph the drawing and videotape performance.
- Ask the following questions:
 - “What kinds of lines did you see?”
 - “What did the dancers do to make their dance look like the drawing?”

Options:

- Ask student pairs to change the level, speed, energy (wiggly, shaky, floating, jerky, etc.), or emotion (sad, happy, tired, ill, sleepy) of their dance.
- Ask the audience how those new elements changed the dance.
- Ask student pairs to create arm and body movement to accompany their pathway dance.
- Change the musical selection and ask students to change the way they move from point A to B.

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

- Use Pathway Dance Criteria Checklist and rubric for student performances.
- Distribute student worksheet and have students write the movement and dance elements used in their dance.
- Discuss as a group:
 - “What is a pathway? Explain.”
 - “What are the different ways we can show pathways with our bodies?”
 - “What was challenging about creating a dance from a picture?”
 - “What was the process you and your partner took to choose the drawing to dance?”
 - “Which pathways are more challenging to create? Why?”
 - “What type of movement energy would represent zigzag? Explain.”
 - “Which pathways are easiest to do as sharp, jerky movements? Why?”
 - “Which pathways are easiest to do as smooth, slowing movement? Why?”

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.)*

- Practice walking to the playground and back to class in a variety of pathways using several locomotor movements at different speeds, energies and emotions. Add an arm motion to accompany and compliment the locomotor movement.
- How many ways can you move to the sink and back to your chair without doing the same pathway twice?
- **Language Arts Connection:**
 - Create a story for the Pathway Dance. Identify beginning, middle and end. Look for places of conflict or tension and resolution (see Grade 2 Theatre lessons #1-3). Create

characters and a setting in which the dance will take place. Revise movement and tell narrate the story as the dance is being performed or with instrumental music, perform the dance. Compare and contrast with another students work Or, create several dances from a single picture and compare and contrast artist/author perspective and intent.

Pathway Dance Rubric and Checklist

Criteria: Did the original dance clearly represent pathways in line?

Rubric:

4 Advanced Student interprets the line, direction, speed and energy of the drawing using dance vocabulary and whole body movement which is continuous; dancers need no prompting; dancers refer to the map three or less times.

3 Proficient Student can name the line and direction; uses dance vocabulary with assistance from peers or teachers; dancers move a single body part or create line on the floor (whole body movement is not observed); dancers refer to the map 4 times.

2 Basic Student can name the line but has difficulty with interpreting movement; needs frequent coaching on dance vocabulary and assistance with creating movement. Refers to map often.

1 Approaching Student has difficulty naming the line and creating movement. Needs heavy prompting and modeling.

[illegible]

[illegible]

Sample Line Drawing:

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.

Start

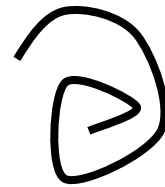


End

Types of lines we can use in our drawing

Straight Lines: // \ \ _____ |

Curved Lines:



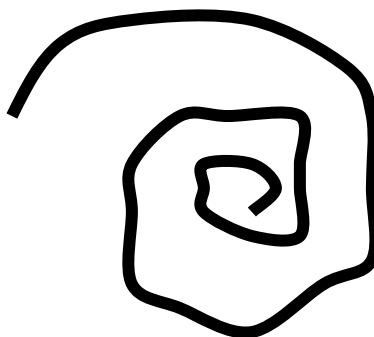
Dotted Lines: ■ ■ ■ ■ ■

Dashed Lines: — — —

Zigzag Lines:



Spiral:



FOR THE TEACHER:

What kinds of movement can I do for each type of line?

Some guidelines:

- All lines can be transferred to the floor with locomotor movement, but the advanced and proficient student will create both *axial and locomotor* movements to interpret the line in the drawing.
- Thick lines would be done with **heavy** energy or done more largely than a thin line, movement more deliberate and slow.
- Thin lines would be lighter in energy and could possibly move faster
- Spiral lines denote spinning or turning at a faster speed or from slow to fast
- Dotted and dashed lines are typically more sharp and quick than dashed lines which usually are longer.

Straight: jump, vertical and horizontal position of legs and arms, sharp, stiff, rigid, quick, strong, walk or run quickly, forward, backward.

Curved: bending, curling, smooth, float, glide, slow, twist, spin twirl

Dotted Line: punch, hop, jump, leap, forward, backward, sideways, bounce, low level curled in a ball

Dashed Line: slide, glide, side step, swing arms/leg, smooth or sharp, sideways leap

Zigzag Line: jump from side to side, sharp, quick, slice, move whole body from side to side while starting at high level and ending at low level, Walk a straight line make a sharp turn while changing direction,

STUDENT WORKSHEET

NAME _____

Fill in the chart below with words that describe your dance.

Type of Line	LOCOMOTOR MOVEMENT	AXIAL MOVEMENT	TIME: fast slow or freeze	SPACE: Levels, direction, large, small	FORCE/ENERGY Action words
STRAIGHT					
CURVE					
DOTTED					
DASHED					
ZIGZAG					

Name _____

Pathway Dance Drawing Template

■ End

■ Begin

<http://www.heliospaint.com/screenshots.html> (lines samples)