

Elk Grove Unified School District
Visual and Performing Arts Resources
Dance

Grade 1: Lesson 4

Title: Levels and Transitions

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

- 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).

Creative Expression

Creating, Performing, and Participating in Dance

- 2.4 Create shapes and movements at low, medium, and high levels.
2.7 Perform improvised movement ideas for peers.
2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, low; create slow and fast movements).

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

Connections, Relationships, Applications

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, counting; language arts—beginning, middle, and end).

Time: 30 minutes

Floor Plan: Inside or outside area, general space and self-space with marked boundaries.

Materials Needed:

- Stop/Go signal
- Chalk for self-space and/or boundaries
- Music (optional)
- See Blackline of movement cards

Purpose:

The purpose of this lesson is for students to work with others in order to solve a specific problem. Students will also create movements that are slow, fast, high, and low.

Background:

It is assumed students know dance steps taught in Lessons 1-3 and are familiar with self and general space.

Key Questions:

- How does/can a dancer get from one place to another?
 What kinds of levels does a dancer use?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Ask students the difference between high and low. Have a student demonstrate.</p>	<p>How are you making your purpose clear to the students? Connect real life objects to levels (i.e., sun-high, grass-low).</p>
<p>2 Engage students Tell students they will be working together in groups in order to come up with their own dance sequence using high and low movements. Make sure that the groups are determined ahead of time.</p>	<p>How can I effectively get the students interested in the content of the lesson? Letting students work together and connecting to prior knowledge.</p>
<p>3 Learning Sequence a) Group students heterogeneously. (optional) b) Give students directions as to where they will be working. c) Give student directions of expectations. d) Students practice together to come up with scene. e) Students share their sequence with their class.</p>	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? For students to be able to go from a low spot to a high spot using different movements.</p>
<p>4 Assessment Teacher observation of the student's achievement.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Reflect on the lesson and ask the students to be aware that some things that are high for us may not be high for everyone (i.e., elephant vs. mouse).</p>

Actual Lesson Sequence

1. With students on the floor, ask students what the difference is between high and low. Allow for and validate student responses.
2. Explain to the students that today they will be working in a group in order to come up with their own dance sequence. Explain that they will be given two steps and together they need to come up with a way to incorporate the two steps from a low point to a high point.
3. Put the students into their preplanned groups. Assign a space either inside or outside where each group will be working. Give each group a movement card.
4. While each group is sitting on the floor, have them first discuss how they are going to use their two movements to go from high to low.

5. Next, give the groups three to five minutes to come up with the sequence of their own. Remember to encourage and compliment. The group should practice together, but does not need to do it in unison.
6. Have all the students come together and sit on the floor in front of an area where each group can perform.
7. Calling up each group, have them perform their sequence for the rest of the class.

Other Considerations:

- Possible extensions: using music for students to put their sequence to.
- Audience can guess what their two steps were after the group has performed their sequence.