

Elk Grove Unified School District
Visual and Performing Arts Resources
Dance

Kindergarten: Lesson 1

Title: Movement in Levels-high/low, big/small

Standards Addressed

Artistic Perception

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

- 1.1 Build the range and capacity to move in a variety of ways.
- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).
- 1.4 Perform simple movements in response to verbal instructions (e.g., walk, turn, reach).

Creative Expression

Creating, Performing, and Participating in Dance

- 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.

Connections, Relationships, Applications

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

- 5.1 Give examples of the relationship between everyday movement in school and dance movement.

Time: 20 minutes

Materials Needed:

- Stop/Go signal
- Music of any kind (optional)

Purpose:

The purpose of this lesson is to acquaint students with the concepts of high/medium/low levels (big and small) and to introduce students to different types of movement. Allow students to explore and discover concepts on their own. There are no right or wrong ways.

Background:

It is assumed that there is little or no background or exposure to dance movement and vocabulary.

Key Questions:

- What is the difference between low and high levels?
- What does it mean to be in self and general space?
- Why do we need to move in low levels and high levels?

| <u>Steps of the Lesson</u> | <u>Thoughts for the Teacher</u> |
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| 1 Set up purpose/goals Ask students the difference between high and low. Integrate a visual or physical response. | How are you making your purpose clear to the students? Visual—Words high and low in relation to real life object. Ex: the sun in the middle of the day compared to grass. Physical—Stand up and stretch compared to crouch down. |
| 2 Engage students Orally brainstorm objects that are high and low. | How can I effectively get the students interested in the content of the lesson? Don't limit or negate students. Let them respond. Don't feed students the answer. |
| 3 Learning Sequence a) Introduce high and low. b) Explore with self and general space concept of levels and movements in levels. | What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Movement can take place at different levels and is displayed in everyday life. |
| 4 Assessment Teacher observation and validation of student ideas through discussion. | How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Assessment embedded within lesson. Lowest = flat on the ground Highest = jump; body leaves the ground |

Actual Lesson Sequence

1. With students on the floor, ask students the difference between high and low. Allow for and validate student responses.
2. Continue by pointing out classroom objects and having children decide if they are at a high, middle, or low level in relation to the room. Ex: Carpet = low, Shoes = low, Calendar = middle, Belly button = middle, Above chalkboard = high, Top of head = high.
3. Move into self-space. *Now that we've explored levels of things in our room, let's use our bodies. Can you show me a shape at a low level? Show me another one. Show me another one. Now lay on your back and show me a shape with your legs in the air while sitting on the floor. Can you turn this shape around in a circle? You are doing a movement in what is called low level.* Encourage creative ideas.
4. *What is the opposite of low? That's right—high! Let me see you be really high. Show me a different way of being in a high level.* If a student jumps, praise the student. If not, give him/her permission to actually jump and get his/her feet off the ground.
5. *Show me a jump at a high level. Jump up into the air and show me a shape. Show me a high level shape with one leg off of the ground.*

6. *I am going to play some music. While the music is playing, we will be walking to the rhythm of the music. When the music stops, you should freeze in either a high or low level shape. Repeat several times.*
7. *Now when the music is at a high level (loud), you will move at a high level. When the music is at a low level (soft), you will move at a low level. When the music stops you should freeze in a shape in the level in which you have been moving. Repeat several times.*

Closure:

Bring students back to the floor to review concepts. Praise students for creativity.

Other Considerations:

- Make sure to praise creativity.
- Help students to differentiate levels in relation to what they are talking about.
- Special Needs: Adjust the lesson to fit abilities. For example: a student in a wheelchair can do high and low levels with their arms.

Possible Extensions:

Have the students make a "vertical mural." At the top of the mural students draw or cut out pictures of things that are in high space (kites, clouds, trees, birds, etc.) and at the bottom of the mural they place pictures of things that are in low space (fish, flowers, sidewalks, etc.). In the middle, they should draw things that are in a middle level (people).