

**Elk Grove Unified School District
Visual and Performing Arts Resources
Dance**

Kindergarten: Lesson 3

Title: Moving to the Beat

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.

Time: 20 minutes

Materials Needed:

- Stop/Go signal
- Poster of basic body parts
- Music of any kind (optional)

Purpose:

The purpose of this lesson is to have the students recognize various body parts incorporating music (4 count rhythms) and movement.

Background:

It is assumed they have knowledge of moving through general space with various locomotor movements.

Key Questions:

- Does movement correlate with music?
- Is movement in time to the music?
- Do students understand they are putting moves together to create a dance?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals We are going to use many different movements today to create a dance.	How are you making your purpose clear to the students? Creating a dance is like putting together a puzzle. Do students understand that a dance is made up of many different pieces and are put together to make a finished product?
2 Engage students Show students a puzzle and explain how pieces are put together to make a finished product.	How can I effectively get the students interested in the content of the lesson? Relate students to being the pieces of the puzzle.
3 Learning Sequence <ul style="list-style-type: none"> a) Review various locomotor skills (run, hop, skip, gallop). b) Move various body parts. c) Explore movements with different qualities. d) Practice counting movements. e) Combine creative moves and music. 	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Dance is a series of movements put together, like a puzzle, using different body parts and moving to a beat.
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. Look for movement to a beat and for creativity.

Actual Lesson Sequence

1. *Today we are going to make a puzzle. Does anyone know what a puzzle is? How many of you have helped put a puzzle together? Well, today we are going to make a puzzle with our body. Each of us will explore different ways to move our body and put it to some music. This puzzle becomes our dance.*
2. *How many eyes do you have? Show me where they are. How many noses do you have? Show me. How many legs do you have? Show me. Use feet, stomach, hands, elbows, ears, shoulders, knees, arms, mouth, fingers, backs, seats, thighs, and shins.*
3. *How can we move these wonderful body parts? Blink your eyes. Wiggle your nose. Lift your leg. Tap your feet. Draw a circle with your stomach. Wave your hands. Rub your elbows together. Put your ear on your shoulder. Walk on your hands and knees. Hug yourself with your arms. Smile really big with your mouth. Scratch the air with your hands. Twist your back. Rock on your bottom.*
4. *Let's count to four. Using our hands let's clap four times. Now let's stomp our feet four times. Let's flap our elbows like they were wings four times. (Blink four times, wiggle your nose four times, wave your arms four times, etc.) Let's put three of these movements together. Can you stomp four times, blink four times, and clap four times? Ready, go! Very good! Try that again. Let's try another pattern. Can you lift your legs four times, flap your elbows four times, and smile four times? Ready, go. (Do several other patterns.)*
5. *Try it with music. Clap to the music and then explore.*

6. Instead of doing a movement four times, let's try holding a movement for four counts. Stand up very tall and stretch out your arms to your side. Hold this for four counts. Take your arms and hug your own body for four counts. Let's do that again. Stand up tall and stretch out your arms for four counts. Now hug your knees for four counts. Stand up tall again for four counts, but now let's hug yourself. (Continue the pattern each time hugging a different body part in a different way.)
7. Allow them to create their own choreography and experiment to music.

Closure:

Today you were able to use your bodies to create a dance.

Other Considerations:

- Was the music too slow or too fast?
- Do you have anyone with physical or aural limitations? If so, adjust the lesson according to the student's abilities.