

Elk Grove Unified School District
Visual and Performing Arts Resources
Dance

Kindergarten: Lesson 4

Title: Body Control

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

- 2.3 Respond spontaneously to different types of music, rhythms, and sounds.

Aesthetic Valuing

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

- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

Time: 20 minutes

Materials Needed:

- Stop/Go signal
- Fast and slow music (optional)

Floor Plan: Inside or outside area with marked boundaries.

Purpose:

The purpose of this lesson is to not only allow students the creativity to move in various locomotor ways, but also to develop good body control when starting and stopping. Students will practice good listening skills.

Background:

It is assumed they have basic locomotor vocabulary knowledge and they understand what to do on the stop signal.

Key Questions:

- Are students aware of safety with “Freeze?”
- Are students really frozen?
- Are you allowing students creativity while moving?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
1 Set up purpose/goals Tell students that today we are going to move our bodies around the room and then freeze or turn into a statue.	How are you making your purpose clear to the students? Have students ever seen a statue? Have students give the characteristics of a statue.
2 Engage students Introduce different stimuli (music, beat on a drum, rhythmic poem) and get them up and moving.	How can I effectively get the students interested in the content of the lesson? Show pictures of a statue if possible.
3 Learning Sequence a) Set up expectations and introduce stop/go signal. b) Explore different ways to move (freezing at a different level, etc.). c) Put it to music.	What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Dance requires good body control at all times.
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 well-thought out movements, good listening, and the ability to freeze quickly and appropriately.

Actual Lesson Sequence

1. Review the main things you have already taught: levels, facial expressions, communicating without words, and moving to music with movement. (See other Kindergarten lessons.)
2. Explain that we will need all of these components today because we are going to practice body control.
3. Ask if anyone knows what body control is. Explain if necessary.
4. *What do we do on the stop signal? (Stop) We must control our body so it doesn't move.*
5. *We are going to practice this a lot today because we are going to do an activity called “Freeze.” Every time you hear me say the word “Freeze,” you should stop your body from moving and pretend that your body is frozen. Let's do a quick practice. When I say go, move around general space and then freeze when you hear the stop signal.*
6. Say go, and give students time to move around, then use your stop signal and make sure they are all frozen. Compliment those who really froze and have them demonstrate for the entire class.
7. *Let's all march in place. Freeze! Everyone is still. Great! Let's jump up and down. Freeze! Everyone is playing this so well and safely.*
8. Repeat several other movements with the word “Freeze.” Be sure to compliment them after each successful stop. Remind them that they need to stop, look, and listen each time you say the word “Freeze.”

9. Other examples of movements are : *Can you walk forward, backward? Can you run slowly, in place? Can you walk on your tiptoes, with heavy feet, loudly, softly, on your heels, like you are floating on a cloud?*
10. Next have the students sit down and tell them to lay on their back. *Show me how your legs would move in the air if you were walking very slowly. How would they move in the air if they were running? How would your legs look if they were frozen in the air?*

Closure:

Ask the students what kind of moves they did as they moved around general space. Ask what types of levels they did.

Other Considerations:

- Make sure to praise creativity.
- Use music and have them move to the music and freeze when the music stops.
- Special Needs: Adjust the lesson according to the student's abilities.

Possible Extensions:

Students can be chosen to act as the “teacher” and tell the rest of the class when to go and when to freeze.