

Name _____ Hannah Stewart _____

DANCE LESSON PLAN TEMPLATE (Elementary) Date: _____ 2/27/12 _____

Dance Form: Creative Movement

Grade: 5 year olds

Class Period:

Time Allotment: 25-30 mins

<p><u>Topic:</u></p> <p>*Balance and Shapes</p>	<p><u>Content Standards:</u></p> <ul style="list-style-type: none">• I. 1. C. (1) Balance: Demonstrate an ability to balance on one leg for 5 seconds.• I. 2. B. Non-Locomotor/Axial Movement: demonstrate and identify combinations of Non-Locomotor/Axial movements—bend, stretch, twist, push, pull, rock, swing, shake, turn, balance, and kick.• I. 3. A. (6) Relationships: Dance in and identify clear spatial relationships to others (i.e. in a line, circle, diagonal, facing away or toward, arm’s length apart, etc.).• I. 3. B. (2) Rhythm: Dance keeping a steady beat.• I. 3. C. (3) Stillness: Hold a position or shape while others are moving.
<p><u>Goals:</u></p> <ul style="list-style-type: none">• To develop an understanding of balance• To perform movement with a partner• To explore different shapes• To experience non-locomotor movement	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• For how long can I balance on one leg?• Can I step in time to a steady rhythm?• What different shapes can I make with my body?• Can I mirror a partner’s shape?
<p><u>Objectives:</u></p> <ul style="list-style-type: none">• TLW balance on one leg for at least 5 seconds	<p><u>Assessment Evidence:</u> Teacher will assess through observation and keeping a checklist of which students complete each performance task.</p>

<ul style="list-style-type: none"> • TLW explore movement while mirroring a partner • TLW create different shapes (circle, square, triangle) with their bodies 	<p><u>Performance Task:</u> Being able to balance for at least 5 seconds, being able to accurately create a shape with their body, moving rhythmically on time to a steady beat.</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • End Performance
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<p><u>Materials Needed:</u> Drum, images of different shapes</p>	<p><u>Vocabulary:</u> Balance, shape, mirror, circle, square, triangle</p>
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LESSON	ACTIVITIES	ORGANIZATION	RATIONALE
<p>Warm-Up:</p> <ul style="list-style-type: none"> *LM, FM, STR, FLEX, CARDIO *Review of Material *BrainDance 	<p>Brain Dance Warm-Up</p> <p>Breath:</p> <p>Tactile:</p> <p>Core-Distal:</p> <p>Head/Tail:</p> <p>Upper/Lower:</p> <p>Body Side:</p> <p>Cross Lateral:</p> <p>Vestibular:</p>	<p>Students will stand in a well-spaced circle with the teacher. All students will hold hands and then spread out as far as they can while holding hands and then drop them. This will be the warm up circle.</p>	<p>A Braindance is a great way for younger students to warm up their bodies as well as their brains. The teacher can also be very creative with a braindance and introduce the topic to the lesson within the warm-up.</p>
<p>Learning Activities:</p> <ul style="list-style-type: none"> *Exploring Dance Concept (elements) *Developing Skills *Creating <ul style="list-style-type: none"> -Improvisation -Composition *Performing *Responding *Academic/Arts Integration 	<p>Explore: Each student will be given an image of a shape. Then each student will identify which shape they have. The teacher will show students different ways to make shapes with the body. Then students will be given time to explore different ways to make their shape with their body.</p> <p>The students will be asked if they know what balance means. The teacher will then show students how to balance on one leg.</p> <p>Develop skills: The teacher will lead the students</p>	<p>Teacher will hand out pictures of different shapes to each student.</p>	<p>Being able to balance is a skill that these students should be able to execute. Shapes are also an important concept for 5-year-olds to learn. They will learn the concepts of shapes kinesthetically.</p> <p>Checking for prior knowledge.</p>

	<p>in a sequence of walking and pausing in a balance: walk for four counts then balance on one leg for 4 counts. (Teacher will use a drum to keep a steady beat.)</p> <p>The students will then be put into partners by the teacher. In each pair, the students will face each other. The teacher will explain that they are going to mirror each other's movement. One student will be the leader and the other the follower. The leader must make their shape (the one they were given at the beginning of class) and the follower must match it. Then the leader must find a way to balance on one leg with that shape and the follower will mirror it. Then the partners switch roles and repeat the whole process.</p> <p>Next the teacher will tell students to put these two things together in a sequence. Each student will march in place for eight steady counts. Then each pair will make their shape with their balance in four counts and then hold it for another four counts.</p> <p>Perform: Students will perform in pairs; four pairs will perform at a time. The rest of the pairs will watch and identify shapes.</p>	<p>Students will do this in a circle.</p> <p>The teacher will line up half of the class in a row and then line up the other half facing the first row. The teacher will tell students which side will be the leaders first.</p> <p>As students are working, the teacher will walk around helping students with their shapes and balancing.</p> <p>The teacher will use a drum to keep a slow steady beat.</p>	<p>Students should be able to move to a steady beat at this point in their development. Being still is also another skill for students to develop.</p> <p>Working with other students helps develop social skills.</p> <p>Students will gain confidence through performance.</p>
Cool Down/Closure:	After all pairs have performed. Everyone will stand up together and find their personal space and choose their favourite shape to make in a	The teacher will watch the students and once they have	This is so the teacher can check to make sure students understood the concepts

	balance.	balanced they will be excused to leave.	learned in the lesson.
Notes/Comments			