

Lesson Plan – Grade 3 Dance

<p>Name of Lesson – Dancing the Elements of the Earth</p>	<p>Subject and Grade: Dance - Grade 3</p>
<p>Expectations:</p> <p>A1.1 imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase</p> <p>A1.4 demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern</p> <p>A2.1 demonstrate an understanding of how the elements of dance can be used in their own and others’ dance phrases to illustrate or explore learning in other subject areas</p> <p>A2.2 identify, using dance vocabulary, the elements of dance used in their own and others’ dance phrases and explain their purpose</p> <p>A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members</p>	<p>Fundamental Concepts: Elements of Dance</p> <p>BODY: body actions, body shapes, locomotor movements (e.g., running, galloping, crawling), non-locomotor movements (e.g., lifting, pulling, marching, waving arms), use of body zones (e.g., body areas of front and back)</p> <p>SPACE: levels, pathways, directions, size of movement</p> <p>TIME: freeze, tempo</p> <p>ENERGY: Force (e.g., lightness/strength), Effort (e.g., pressing, gliding), quality (e.g., smoothly, cautiously, erratically, percussively)</p>
<p>Learning Goal (<i>student-friendly language that can be shared with the students</i>): Students will use movement to reflect the element of the earth “Wind” inspired by music and video of the element.</p>	
<p>Minds On! (<i>Elicit and Engage</i>)</p> <p>(<i>activating prior knowledge and setting the stage</i>)</p> <p>Warm-up:</p> <p>ACTIVATE: The class will begin by activating the prior knowledge of students by reviewing some of the qualities of each element of the earth that we have explored thus far (fire, water, wind). Today’s focus will be the element of Wind. Students have explored each element in a frozen state using body shapes to represent the element and its qualities. Today’s class students will explore each element through movement inspired by music.</p> <p>ENGAGE: Students will be shown 3 different videos of 3 different types of wind. Through dialogue and discussion students will use adjectives to describe the Elements of Dance (Energy, Time, Body and Space) they would perform, to connect with the element of Wind observed in the video. Students will use the qualities of movement/dance as discussed and the video to inspire the movement that they create.</p>	<p>Assessment for Learning (<i>diagnostic</i>)</p> <ul style="list-style-type: none"> • Observation • Oral Discussion • Verbal Feedback • Learning Goals Communicated

<p>Action! <i>(Explore and Explain)</i></p> <p><i>(what the students are creating, producing, demonstrating, responding)</i></p> <p>CREATING MOVEMENT: Students will spread out around the room in a paused wind position. Guided by teacher prompting, students will perform each of the wind examples using the video as inspiration. Students will be encouraged to interpret the qualities as they understand them and relate them to their performance based on the shapes, energy level, tempo, and directions etc. of the particular Wind discussed/observed in class.</p> <p>Have students respond to the following questions: If dancing is like talking, but with the body, how could you show me that you are a wild tornado raging through a city? What would your arms look like if they were tearing down trees? What would your torso look like if it was twisting like a tornado?</p> <p>Using the Fundamental Concepts above, teacher may use prompting words such as low or high, pressing, gliding, erratically and/or percussively to inspire the students' movement.</p> <p>INTERPRETING THE MUSIC: Students will listen to a piece of music. Based on the videos observed and their interpretation of the music, students will determine what type of wind the music is representing. Through dialogue and discussion students will create a word list, using adjectives to describe the Elements of Dance (Energy, Time, Body and Space) they could perform to reflect the type of wind they hear in the music.</p>	<p>Assessment for Learning <i>(formative)</i></p> <ul style="list-style-type: none"> • Mini Demonstrations • Teacher and Peer Feedback • Dialogue and Discussion • Observation Checklist
<p>Consolidation <i>(Elaborate, Evaluate, Extend)</i></p> <p><i>(reflecting, presenting, sharing, growing)</i></p> <p>PERFORM: Students will present their short dance phrase in small groups to the class.</p> <p>FEEDBACK: The audience and teacher will reflect and share, the moments of wind describe the Elements of Dance they observed in the dance phrases performed and how they connect to the Elements of Music.</p>	<p>Assessment for Learning /Next Steps <i>(summative)</i></p> <ul style="list-style-type: none"> • Success Criteria Language being created • Self-Assessment • Teacher and audience (peer) feedback

Next Steps

CO-CREATED SUCCESS CRITERIA: Following the group performances, students, guided by the teacher will create success criteria for their dance performance assessment. Guiding Questions: If you were performing a dance about wind, but the audience didn't know it was about wind, how would you communicate that element using your body? What qualities, energies and levels should be present in your dance about wind?

- Success Criteria