

Dance is B.E.S.T. Creative Dance Lesson Plans

S. —Space

Level, Shape, and Pathway

Equipment and Materials:

- Drum, beater, and other percussion instruments
- CD Player and CD's – Instrumental & Soundscapes – (not songs)
- Three posters or white board and three colors of markers

Objective:

The students will explore level, shape, and pathway in space, then create and perform sequences based upon those explorations.

MOVE and INVESTIGATE: (18 minutes)

“Start in a close but not touching group.” *State working expectations – quiet in feet and mouths, keep space around you, participate with commitment etc.*

Three Levels

“Today we will warm-up by exploring three aspects of the dance element – space. The first aspect is level. Imagine the ceiling were dropped so low that it was only three feet off the ground. Explore silently all the ways you could move under a three foot ceiling as you travel slowly at first then sometimes quickly out into the open space of the room.” *Do the same for medium level movement and high level movement – consider smaller groups going as movement gets higher. Stop and start the action throughout this exploration and increase student engagement by insisting on higher levels of concentration and suggesting new challenges like changing tempos. Emphasize creativity rather than repeating the same thing over and over.*

- Finish warm- up reinforcing LOW, MEDIUM AND HIGH –body isolations. “On the beat of my drum, move only your upper body parts – head, neck, shoulders, arms. Keep bending, stretching and circling them until the drum stops.” Do the same for middle body (ribs, spine, and pelvis), and lower body (legs, and feet).

Three Shapes

Explore round ball-like shapes, straight pin shapes, and cornered (bent) shapes. Teacher directs shape sequence - each student chooses level as teacher calls out shapes.

Three Pathways

Explore straight, wavy, and zigzag pathways. (See above development.) Bring children to discussion group near whiteboard.

CREATE and CONNECT: (8 minutes)

“Students here is your movement problem: Create your own “Shape – Pathway – Shape” sequence by choosing one of the three shapes we have explored today. That is your beginning, we will call it A. Next choose one of the three pathways, that is the middle we will call it B. Finally choose a different shape from the one you did to begin your sequence – that is C. Do each part, A,B, & C, on a different level. Diagram or write concepts on the board as you present this movement problem. Give the students time to choreograph and rehearse their own sequences. This can be done in solos or in trios.

ASSESS AND AUDIENCE: (4 minutes)

Perform dances half the class at a time to music. Discuss performances of SHAPE – PATHWAY – SHAPE sequences briefly as lesson objective is reviewed at lesson conclusion. Students self- assess by drawing favorite shape and pathway from their own sequence.