Arts Education – Movement/Dance Unit

Grade 3

Kyla Wolfe

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**Movement Unit Framework**

Name: Kyla Wolfe Subject: Arts Ed - Dance Grade Level: 3

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| \*Only 8-10 teaching periods  **OUTCOMES (Main) – Arts Education**  CP3.1 - Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.  CP3.2 - Create dance phrases and sequences that demonstrate understanding of the elements of dance including:   * actions (five basic jumps) * body (zones and areas) * dynamics (extremes of speed, duration, varying forces) * relationships (range) * space (create and recall combinations of pathways and directions).   I can statements:  CP3.1 - I can generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment as stimuli.  CP3.2 - I can create dance phrases and sequences that demonstrate understanding of the elements of dance including  **INDICATORS (Main)**  CP3.1 –  b. Ask questions about the stimuli to contribute to dance-making inquiry (e.g., How else could we represent that same feeling in movement?)  d. Generate a range of alternatives for representing movement ideas and solving movement problems.  f. Combine movements into dance phrases that have a beginning position, a middle, and end position.  CP3.2 –  a. Generate movements in order to represent own movement ideas.  e. Demonstrate that energy is on a continuum of a little to a lot and apply to own movement explorations and dances.  **CONNECTING CURRICULUM (Outcomes & Indicators)**  Arts Education:  CR3.1 - Describe ideas and problem-solving processes used in own arts expressions.  a. Identify and describe how arts expressions make them think and feel.  CH3.1 – Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural)  d. Recognize and describe distinctions between various arts styles (e.g., Metis fiddling vs. powwow music, round dance vs jingle dance).  Physical Education:  PE3.6 - to increase complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga,  o. Show an understanding of mirroring and matching movements of partners in stationary positions and while moving (e.g., follow-the-leader).  p. Move for a sustained period of time (building towards seven minutes) while participating in rhythmic activities such as running to the beat of a drum or dancing to music with a fast beat.  q. Perform simple rhythmic actions to songs using given criteria (e.g., move only arms and flow smoothly to the beat of the music; move in a forceful and jerky manner as you move throughout general space).  r. Imitate, copy, follow, mirror, and shadow dance steps and movements to form sequences and dances as selected by the teacher (e.g., square dance, hand jive  Health:  USC3.1 - Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.  d. Describe what makes and keeps the body, mind, and immune system healthy.  f. Examine the roles of diet and physical activity on a healthy mind, body, and immune system.  English Language Arts:  CR3.2 – View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.  d. Record facts and ideas from grade-appropriate visual and multimedia texts including DVD, television program, magazine, and reference resources. |
| **CONCEPT (BIG IDEA)**  **See attached sheet #1** |
| **QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL & SUPPORTING QUESTIONS)** |
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**ESSENTIAL QUESTION(S)**

What is movement?

How does moving to music make you feel?

**SUPPORTING QUESTION(S)**

How does your body move?

How does movement relate to dance?

What other ways can we make our body move?

**TREATY EDUCATION**

Since the grade three treaty outcome does not specifically match my arts education outcome, I will be incorporating treaty education into my unit by having the students watch different videos of cultural dances, such as hoop dancing, jingle dances, round dance, and types of powwow traditional dances. Along with including different practices such as circle talks throughout my unit. (Videos/books in resources)

**DIVERSITY**

To include my student’s diversity in this unit, we are going to be watching videos of different cultural dances, some that relates to the students along with additional ones. Determining if my students have any cultural dances or dances they are interested will be on a pre-assessment part in either my first or second lesson (depending on how the students are feeling towards ‘dance’ or if we are still focusing on movement). Some of the dances I have in mind to watch are the dragon dance (China), Salsa (Cuba), Ballet, Irish step dance, etc. (Videos/books in resources)

\*\*Since it is only a mini unit and limited time, I am not able to bring in any Elders and/or family members to teach and show us their cultural dances.

**Learning Tasks & Experiences**

(list of ideas for learning experiences & lesson plans to develop)

Pre-assessment tasks

* Circle Talks
* Stoplight cue cards and questions to see

What the students know about movement and dance already

(questions for pre-assessment in lesson 1)

* Make a move game (students have played before)- everyone stands in a circle and one person has to do a move of their choice and the rest of the class follows
* Freeze dance (guided) – have students move how they want for parts of it, then say commands of what students have to do for the other part of the activity
* Stations of movement – practice basic elements of dance from the curriculum (phys ed)
* Teacher lead warm up and movement activities
* Journaling
* Exit slips
* Puzzle/stick men movement activity
* Researching other cultures of dance – watch videos and do a writing assignment
* Read a story relating to dance – prompt discussion
* Group example of how to combine moves like the students will be doing on their own
* Final Project – create a dance/series of movements to music following a certain criteria. Will be videoed

**Instructional Strategies & Adaptations**

(Adaptive Dimension, Differentiated Learning)

\*No physical disabilities in the classroom that need to be adapted for

Instructional strategies:

* Beginning the unit focusing more on how the body moves, rather than dance – for students who may not want to participate only because it’s called dance
* Setting guides for the activities – personal space, respecting our peers/judgment free, etc
* Interactive instruction: peer practice (when creating their dance), discussion, circle talks
* Experiential learning: games, movement breaks, project work, simulations

Adaptive Dimensions/Differentiated Learning:

* Including more than just movement – also research and writing tasks, fine motor skill puzzles
* Environment: Moving out of the classroom and into the gym or music room when doing dancing/moving
* Assessment: Recording the final project – this gives students opportunities to practice and have room for error, rather than only have one try. Give multiple times to record the groups dance and choose the best one
* Together decide what aspects each dance needs to include – make the checklist and rubric together
* Tell students what they will be doing at the end, so they aren’t shocked to see what is coming (some students need structure)
* Build on dance brain breaks and experiences from their lives
* Lots of modelling/demonstrating
* Include hand-outs for students reviewing the basic moves we are learning

**Assessment & Evaluation**

Pre-Assessment –

* Circle talk/group discussion
* stop light cue cards with questions
* Make a move game (suggested by cooperating teacher) – this game has been done in the class before – students stand in a circle, each student must take turns and ‘make a move’ then which all the other students must follow

During –

* Journaling – the students will be keeping a journal of all
* Exit slips
* Dance research writing assignment
* Anecdotal observations and note taking throughout – will have my checklist to watch participation, where students are struggling, etc
* Also have my own basket where students will hand in writing tasks, exits slips, etc to me

After –

* Short dance routine – following certain moves given and requirements – this will be recorded for assessment purposes. I will be able to refer back to the videos to watch each individual student. Parents and other classmates will be able to view the dances as well (without the pressure of performing)
* There will be a checklist for the students to follow and fill in making sure they meet all the requirements in the dance routine (will hand in)
* Freeze dance – have students participate in a fun game to show the moves they know
* Exit slip

**Resources:**

**Teacher Resources**

Unit plan examples, task ideas, and informational websites:

<http://ftp.hzsd.ca/Curriculum_Instruction/By%20Grade/009C00CD-011EDEB3.0/Grade%203%20Dance%20Sample%20Units.pdf>

<http://cnadedu.com/wp-content/uploads/2016/10/Grade-3-Dance.pdf>

<http://artsonline2.tki.org.nz/resources/lessons/dance/>

<https://web.uvic.ca/~thopper/Dance/Robyn/Introduction.html>

<https://www.pragmaticmom.com/2015/07/multicultural-dance-books/>

<http://theweek.com/captured/459590/12-traditional-dances-from-around-world>

<http://www.travelchannel.com/interests/arts-and-culture/photos/dance-around-the-world-photos>

Videos: (examples)

<https://www.youtube.com/watch?v=TG5iuN25_i0>

<https://www.youtube.com/watch?v=_0-S-XtQzEE>

<https://m.youtube.com/watch?v=-zysw-OFVnA>

**Student Resources**   
(books, websites, magazines, artifacts)

* Giraffes Can’t Dance by Giles Andreae
* Firebird by Misty Copeland
* Behind the Mask by Yangsook Choi
* Jingle Dancer by Cynthia Leitich
* Alvin Ailey by Andrea Davis Pinkney
* Suki’s Kimono by Chieri Uegaki
* Lola’s Fandango by Anna Witte

**Community Resources**  
(Elder visits, guest speakers, field trip guides, etc)

* Booking an Elder/Speaker – <http://www.otc.ca/book_a_speaker/details/elder_danny_musqua.html>

**Unit Plan At-A-Glance**

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| **Lessons** | **Overview** |
| **1 Introductory**  **Lesson** | * Circle Talk/discussion about movement – using stoplight tool * Stretch and practice moving (following teacher) * Freeze dance – guided (pre-assessment) |
| **2**  **Movement through English** | * Read Giraffes Can’t Dance * Think-pair-share * Handout choices – different sheet options * Music choices exit slip |
| **3**  **Learning about Cultural Dances** | **Part 1**   * Powerpoint presentation – ‘what is dance’ and videos about cultural dances * Explain research of dance project * Organize groups and fill out beginning sheet deciding their dance to research * Exit slip – other cultural dances they want to learn about, know more, etc   **Part 2**   * Quick instructions * Have groups retrieve one laptop * Hand out websites to use for each group (guiding their internet searches) * Hand out good copy of sheet * Work time   **Part 3**   * Finish good copy of sheet * If done, other assignments in duotang * Work on dance move * Go to gym and share dance move with class |
| **4**  **Beginning to Move** | * DR. BEST – D and B * Warm up and stretch * Teach/review basic moves (5 jumps, etc) * Model/demonstrate all with the children * Cycle through stations of practicing jumps |
| **5**  **Moving** | * DR. BEST – relationships * Build upon D and B * Warm up together * Activity 1: Moving and feelings – use emoji cards – dance with different emotions * Activity 2: Mirroring activity with a partner. Guided then freedom to move * Activity 3: Rock, paper, scissors, prompts game * Clean up and deep, slow breathing * Head back to class |
| **6**  **Music and Rhythm** | * Review DR. BEST * Add space and time * Go through different aspects of each * Activity 1: Music and drawing – play music and draw how it makes you feel * Activity 2: Making our own music – examples using symbols * Practice example together in different speeds – rhythms * Go into partners or alone and create their own rhythm and music practice * Have groups show what they made * Stretch and warm up * Put sheets back into art duotang |
| **7**  **Let’s Dance Together** | * DR. BEST review * Focus on energy * Learn seven dance moves together * Create dance routines together * Practice to different songs * Bumblebee breathing * Re watch group dance from last time * Make checklist of what each group dance needs to include together |
| **8**  **Creating Dance Routines** | **Part 1**   * Split into teacher chosen groups * Hand out song choice song * Have groups agree on a song * Start to discuss what their dance is going to be like   **Part 2**   * Practice period * Answer any questions * Go to each group and help * Each group has a laptop for music |
| **9**  **Showtime!** | * Watch group videos/perform dances * Self evaluation * Make a move game or freeze dance * Exit slip: What did you enjoy the most about this movement unit? What was two things you learned? |