

Notes/Reflections:

ATLANTA BALLET

Centre for Dance Education

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Teaching and Learning Across the Curriculum

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Form/Structure/Organization • Landforms • Sequencing •
Compare and Contrast • Dance Composition



Discover how movement can enhance students' understanding of landforms across the country!

These activities will allow students to become explorers and travel across the United States to encounter a variety of land forms. Students will create a story about their trek and then create choreography to match the sequence generated in the story.

Essential Question:

How can we use movement to show the similarities and differences between the types of landforms in the United States?

Process

- Ask students to identify the six main types of landforms (mountains, valleys, plains, plateaus, coasts, and deserts).
- As a class, describe each of these landforms and create a simple movement or movement phrase to represent each of them.
- In groups, have students:
 - write a story about their trek across the country and the land forms they encountered (must include 3-4 land forms)
 - create a dance sequence using the previously created movements for their trek
 - perform for the class
- Challenge audience members to:
 - identify the land forms observed in the dances
 - the order in which the land forms occurred
- After all groups have performed, have each student select two dances to compare and contrast using a Venn diagram.

Assessment

- Students must complete a rubric to evaluate choreography.
- Students must create stories with a beginning, middle and end.
- Students must use grade-level appropriate language within their written stories.
- Students' writing must be free of grammatical errors.
- Students must complete their Venn Diagrams with a minimum of three observations.

Materials

- sound source (e.g., CD Player)
- paper and pencils
- audio recording
- Venn diagram templates

Vocabulary

Dance Composition/Choreography
Creating the movements in dances

Landforms

A specific geomorphic feature on the surface of the earth, ranging from large-scale features such as plains, plateaus, and mountains to minor features such as hills, valleys, and alluvial fans

Mountain

A natural elevation of the earth's surface rising more or less abruptly to a summit, and attaining an altitude greater than that of a hill, usually greater than 2000 feet

Valley

An elongated depression between uplands, hills, or mountains, especially one following the course of a stream

Desert

A region so arid because of little rainfall that it supports only sparse and widely spaced vegetation or no vegetation at all

Plateau

A land area having a relatively level surface considerably raised above adjoining land on at least one side, and often cut by deep canyons

Coast

The land next to the sea

Plain

An area of land not significantly higher than adjacent areas and with relatively minor differences in elevation, commonly less than 500 ft. (150 m), within the area

Sequence

Order of succession

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

GRADE 1

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE 2

ELACC2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Georgia Performance Standards

SOCIAL STUDIES

GRADE K

SSKG2: The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

GRADE 1

SS1G3: The student will locate major topographical features of the earth's surface.

GRADE 2

SS2G1: The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

DANCE

GRADE K

DKFD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

DKFD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

GRADE 1

D1F.4: Understands and applies music concepts to dance

D1CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

GRADE 2

D2CR.2: Demonstrates an understanding dance as a way to communicate meaning

D2RE.1: Demonstrates critical and creative thinking in all aspects of dance

D2CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge

National Standards

SOCIAL STUDIES

NSS-G.K-12.2: As a result of their activities in grades K-12, all students should:

- understand the physical and human characteristics of places
- understand that people create regions to interpret Earth's complexity
- understand how culture and experience influence people's perceptions of places and regions.

DANCE

A-D.K-4.1:

- Students accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing)
- Students accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally, and turning
- Students create shapes at low, middle, and high levels
- Students demonstrate the ability to define and maintain personal space