

Notes/Reflections:

ATLANTA BALLET

Centre for Dance Education

Idea Contributed by Melissa Dittmar-Joy

2013 - 2014 © ArtsNOW
100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

ArtsNow[®]
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.

Relationships • Comparison/Contrast • Movement •
Heat Production • Choreography •



Explore science concepts through movement!

Dance with Heating, Cooling, and Insulation

Guide your students in using movement and dance composition to aid their comprehension of heating, cooling, and insulation.

Essential Question:

How can dance/movement aid in comprehension of science concepts?

Process

- Begin with teacher-led discussion of science concepts of heating, cooling, and insulation.
- Identify objectivities for these concepts.
- Identify movement qualities in dance.
- With students, explore what hot/cold could look like through movement.
- Give students different scenarios involving heating, cooling and insulation.
- Ask students to create their scenarios using movement, focusing on the previously explored movement concepts.
- Students will perform their dance for the whole group.
- Ask the audience to identify what happened in the scenario and if there was or was not insulation.

Assessment

- The student will correctly utilize appropriate choreographic concepts.
- The student will create choreography appropriately demonstrating assigned scenario.
- The student will actively participate in discussion regarding choreography.
- Based on observation, the student will accurately match choreography and science concept.

Materials

- sound source (e.g., CD player)
- audio recordings
- cards with heating/cooling scenarios on them

Vocabulary

Heating

The movement of thermal energy from one place to another

Cooling

The removal of heat from an object

Insulation

a material that reduces or prevents the transmission of heat or sound or electricity

Choreographer: a person who creates a dance

Level: one of the aspects of the movement element space; can be described as high, middle and low.

Energy/Force

Force propels or initiates movement, or causes changes in movement of body position

Pathway

The designs traced on the floor as a dancer travels across space; the designs traced in the air as a dancer moves various body parts

Space

An element of movement involving direction, level, size, focus, and pathway

Classroom Tips

Set up chairs and tables in a circular format to maximize students' engagement and ability to see their peers during the activity and performance. Also establish parameters for acceptable movement choices and discuss audience behavior/etiquette with students.

Georgia Performance Standards

SCIENCE

GRADE 3

S3P1: Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.

DANCE

GRADE 3

D3FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D3FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

D3CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

D3CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge

National Standards

SCIENCE

NS.K-4.2: As a result of the activities in grades K-4, all students should develop an understanding of:

- Light, heat, electricity, and magnetism

DANCE

Standard 1: Identifying and demonstrating movement elements and skills in performing dance

Standard 2: Understanding choreographic principles, processes and structures

Standard 4: Applying and demonstrating critical and creative thinking skills in dance

Standard 7: Making connections between dance and other disciplines