



**ATLANTA BALLET**  
Centre for Dance Education

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Use movement and dance composition to aid in the understanding of vertebrates and invertebrates.

**Essential Question:**

**How can dance/movement aid in differentiating between vertebrate and invertebrate animals?**

**Process**

- Explore movement qualities and concepts through warm-up.
- Discuss vertebrates/invertebrates and their movements assign adjectives that describe each type of animal.
- Explore movement qualities for each animal.
- Discuss examples and characteristics of vertebrates/invertebrates.
- Explore and create movement qualities/shapes for each.
- Break students into groups.
- Assign each group an animal.
- Students will create a short movement phrase based on the previously explored concepts to represent that animal.
- Perform for the group.
- Audience classify each groups dance.

**Assessment**

- Students create movements and choreography that accurately mimic their assigned animals.
- Students accurately classify animals according to their attributes.

**Materials**

- sound source (e.g., CD Player) and recordings
- vertebrate/invertebrate cards

**Vocabulary**

**Vertebrates**

Fish  
Birds  
Amphibians  
Reptiles  
Mammals

**Invertebrates**

Sponges  
Cnidarians  
Worms  
Arthropods  
Insects  
Echinoderms

**Symmetry**

Bilateral  
Radial

**Movement quality**

Shape  
Level

## Georgia Performance Standards

**SCIENCE**

**GRADE 5**

**S5L.1:** Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

**DANCE**

**GRADE 5**

**D5FD.1:** Identifies and demonstrates movement elements, skills, and terminology in dance

**D5CR.1:** Demonstrates an understanding of creative and choreographic principles, processes, and structures

**D5RE.1:** Demonstrates critical and creative thinking in all aspects of dance

**D5CO.4:** Demonstrates an understanding of dance as it relates to other areas of knowledge

## National Standards

**SCIENCE**

**NS.K-4.3:**As a result of activities in grades K-4, all students should develop understanding of:

- The characteristics of organisms

**NS.5-8.3:** As a result of their activities in grades 5-8, all students should develop an understanding of:

- structure and function in living systems

**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