

Reflections/Notes:

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 • Sequence • Patterns •
Declarative • Interrogative • Exclamatory • Imperative



Discover how movement can enhance understanding of sentence

This activity will allow students to explore sentence structure through movement and choreographic sequences. Discover how to integrate dance into your language arts curriculum and engage your students in a brand new way!

Essential Question:

How can movement help us identify parts of speech and sentence type?

Process

- Review movement qualities and locomotor/non-locomotor terms.
- Identify different sentence types (declarative, interrogative, exclamatory, and imperative).
- Ask students to match a movement quality to each sentence type.
- Next, identify the following parts of speech: verb, noun, pronoun, adjective, and adverb.
- Divide students into groups and ask each group to create a movement/shape for each part of speech.
- Now, give each group a card with a sentence on it. The members will need to identify the underlined parts of speech and the sentence type.
- Group members will then choreograph a short movement phrase that demonstrates the correct order of the underlined parts of speech as they appear, as well as the movement quality that matches the overall sentence type.

Assessment

- Did students correctly identify parts of speech and sentence types?
- Did the form/sequence of choreography correctly match the sequence in the sentence?
- Was the movement quality correctly performed?
- Did dance contain a beginning, a middle, and an end?

Materials

- sound source (CD player, iPod)
- audio recording
- cards with printed sentences

Vocabulary

Interrogative Sentence

A sentence that asks a question and ends with a question mark

Imperative Sentence

A sentence that gives a command or makes a request

Exclamatory Sentence

A sentence that shows strong emotion and ends with an exclamation mark

Declarative Sentence

A sentence that makes a statement and ends with a period

Punctuation

Marks used in writing to separate words and numerals

Percussive

A quality of movement characterized by sharp starts and stops; staccato jabs of energy

Suspended

A quality of movement that occurs in a moment of resistance to gravity, such as the instant in which a dancer hangs in space at the top of a leap

Sustained

A quality of movement that is smooth and unaccented. There is no apparent start or stop, only a continuity of energy

Swinging

A quality of movement established by a fall with gravity, a gain in momentum, a loss of momentum, and the repeated cycle of fall and recovery, like that of a pendulum

Vibratory

A quality of movement characterized by rapidly repeated bursts of percussive movements; like a jitter

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

GRADE 1

ELACC1RF1: Demonstrate understanding of the organization and basic features of print.

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE 2

ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.

ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Georgia Performance Standards

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

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

DKCR.2: Demonstrates an understanding of dance as a way to create and communicate meaning

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

GRADE 1

D1FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D1FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

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

D1CR.2: Demonstrates an understanding of dance as a way to create and communicate meaning

D1RE.1: Demonstrates critical and creative thinking in all aspects of dance

GRADE 2

D2FD.1: Identifies and demonstrates movement elements, skills, and terminology in dance

D2FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

D2CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

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

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

National Standards

DANCE

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

Standard 7: Making connections between dance and other disciplines