

Notes/Reflections:

ATLANTA BALLET

Centre for Dance Education

Idea Contributed by Melissa Dittmar-Joy

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.

2012 - 2013 © ArtsNOW
100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

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



Explore science concepts through movement!

Guide your students in using movement and dance composition to aid their comprehension of heat production and transfer.

Essential Question:

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

Process

- Begin with teacher-led mirror exercises to get students focused and warm-up for dance activities. These exercises may include the “Name Game” and “Pass the Movement.”
- Using movement, explore with bodies ways to respond as a result of the transfer of heat.
- Discuss different ways heat is produced: burning, rubbing, and mixing.
- Explore how these different concepts can be expressed through movement.
- Break students into groups.
- In groups students will create a “Heat Dance” based on one of the following concepts: heat transfer, burning, rubbing, or mixing.
- Ask students to perform their “Heat Dance” to the whole group.
- Audience will identify the heat concept expressed in the movement composition.

Assessment

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

Materials

- sound source (e.g., CD player)
- audio recordings

Vocabulary

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

Formation

The placement of dancers in a performance space

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