

Notes/Reflections:

ATLANTA BALLET

Centre for Dance Education

Idea Contributed by Melissa Dittmar-Joy

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Teaching and Learning Across the Curriculum

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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 • Magnets



Explore magnetic fields through movement!

Guide your students in using movement to illustrate their understanding of magnetic poles.

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.
- Challenge students to work with a partner and practice mirroring. Begin seated, then explore mirror activities that travel through space.
- Discuss properties of magnets, including the response of same and opposite poles.
- Return to mirror activity, incorporating concepts of same and opposite magnetic poles.
- Discuss and list how magnet concepts would influence choreographic decisions.
- Divide into groups (having an equal number of students per group, if possible). Within groups, have students create short choreographic phrases (2-4 phrases of eight counts) based on the magnetic pole they have been assigned.
- When student compositions are complete, present to classmates.
- Discuss the different choreographic creations, comparing and contrasting as possible.
- Have students write about the choreographic decisions their group made and why those decisions best supported their assigned magnetic pole.

Assessment

- The student will correctly utilize appropriate choreographic concepts.
- The student will create choreography appropriately demonstrating assigned magnetic poles.
- The student will actively participate in discussion regarding choreography.
- Based on observation, the student will accurately match choreography and magnetic pole.
- The student will demonstrate effective and accurate writing skills.

Extensions

Have students write an essay comparing and contrasting 2 student choreographic compositions. Identify the magnetic poles about which the piece was created. Discuss the similarities and differences evident between pieces. Did one composition convey ideas better than others. If so, why?

Materials

- magnets
- sound source (e.g., CD player)
- audio recordings
- chart paper or dry erase board
- markers

Vocabulary

Energy/Force

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

Mirror

To copy the movements of another while facing that individual

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

S3P2: Students will investigate magnets and how they affect other magnets and common objects.

GRADE 5

S5P3: Students will investigate the electricity, magnetism, and their relationship.

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

GRADE 4

D4FD.1: Technique - Identifies and demonstrates movement elements, skills, and terminology in dance

D4FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

D4CR.1: Demonstrates an understanding of creative and choreographic principles, processes, and structures

D4CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge

GRADE 5

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

D5FD.2: Understands and models dance etiquette as a classroom participant, performer, and observer

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

D5CO.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