

Notes/Reflections:

ATLANTA BALLET

Centre for Dance Education

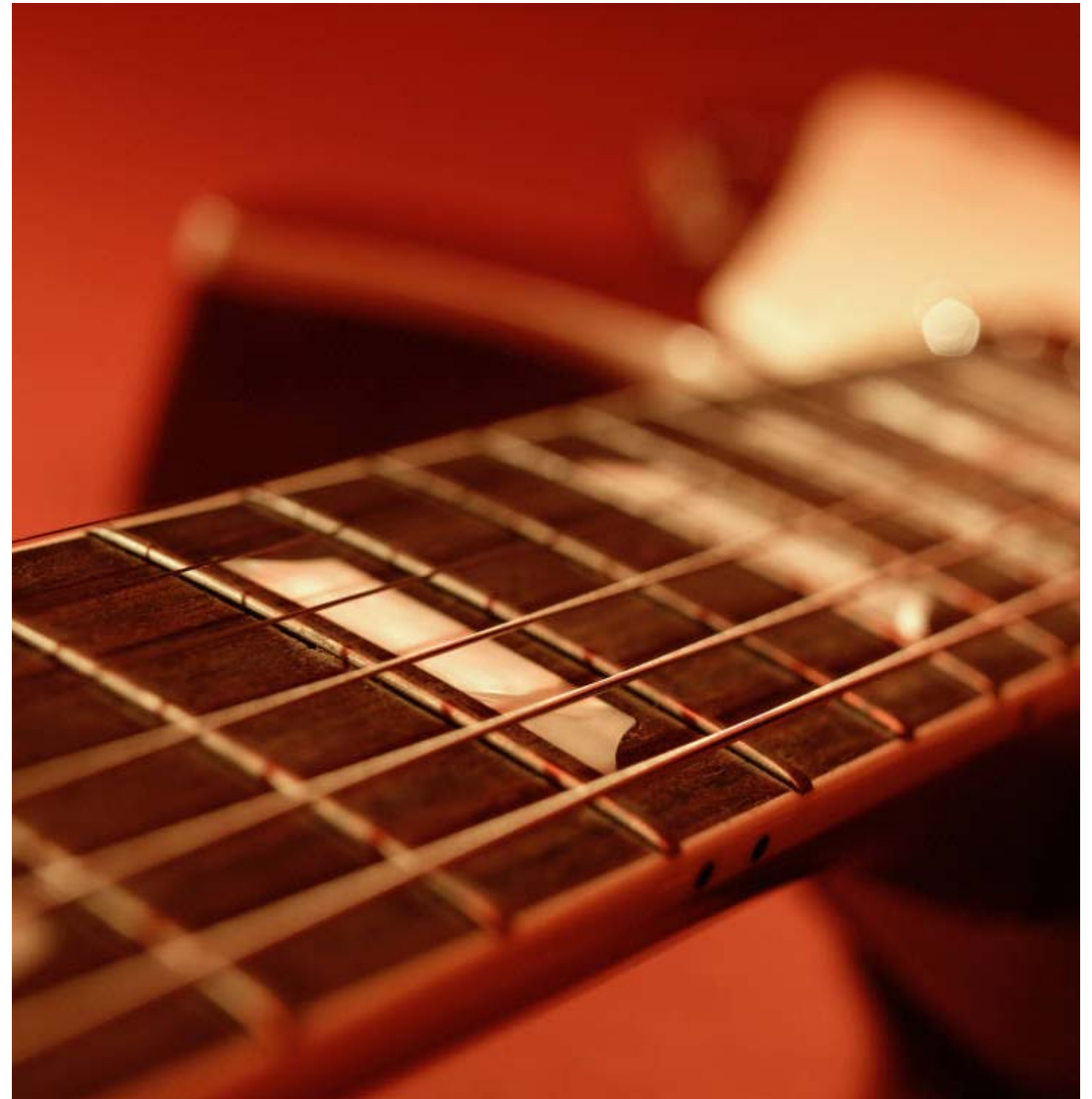
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ArtsNow[®]
Teaching and Learning Across the Curriculum

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 • Movement • Sound • Choreography •



Explore science concepts through movement!

Guide your students in using movement and dance composition to aid their comprehension of the sound and sound waves.

Essential Question:

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

Process

- As a class, discuss/review concepts of sound and movement.
- Identify and discuss important terms from sound unit.
- Explore how sound concepts may be expressed through movement.
- Assign students a sound term and ask them to create a short movement sequence to represent it.
- The students will perform their movement sequences.
- Ask the audience to identify and discuss the term represented by the choreography.

Assessment

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

Materials

- sound source (e.g., CD player)
- audio recordings
- cards with sound terminology written upon them

Vocabulary

Absorb

To receive without echo

Amplitude

The measure of a sound wave

Echo

A reflection of sound

Pitch

How high or low a sound is; determined by the frequency of the vibration

Reflection

The return of light or sound waves from a surface

Reverberation

A sound that echoes

Transmit

To send or convey from one place to another

Vibrations

A rapid back and forth movement

Sound Wave

Sound travels in a wave, which is a moving pattern of high and low pressure or vibrations

Volume

How much sound energy reaches the ear

Choreography

The art of composing dances and planning and arranging the movements, steps, and patterns of dancers

Level

one of the aspects of the movement element space. In dance there are 3 basic levels: high, middle and low

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 4

S4P2: Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration.

- Investigate how sound is produced.
- Recognize the conditions that cause pitch to vary.

DANCE

GRADE 4

D4FD.1: 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

National Standards

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